Appendix Table of Contents

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its

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Attachment 1: RTT Funding FY09-14

Agency Name	Program/ Division	Activity Code	Activity/ Sub-division	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual/ Approved	FY 2012 Actual/ Approved	FY 2013 Approved/ Actual	Approved FY 2014
District of Columbia Public Library	Library Services	L310	Children & Young Adult Services	--	--	509,120	559,860	592,970	550,400
Department of Housing and Community Development	Residential and Community Service Division (RCSD)	3050	Residential Services - Lead Safe Washington	--	--	2,081,000	2,049,000	1,965,000	9,628,000
Department of Human Services	Family Services Administration	5060	Strong Families	16,464,000	21,916,000	11,366,000	10,858,000	11,717,000	11,593,000
Department of Human Services	Family Services Administration	5090	Community Services Block Grant	229,000	197,000	220,000	8,000	230,806	295,000

Attachment 2: Edelman Article

HUFF POST POLITICS

Marian Wright Edelman

President, Children's Defense Fund

The Closest Thing We Have to a Panacea

Posted: 10/04/2013 5:01 pm

"In 2009, the city adopted universal prekindergarten ... and frankly, it is some of the best money that we could ever spend. Those who have to deal with truancy every day know exactly what I mean. Those who see children who wind up in special education because of failed educational opportunities, because of the social and economic conditions in which they live, know exactly what I mean. Those professionals who have to oversee the juvenile justice system know exactly what I mean. It pays for itself over time."

--Mayor Vincent C. Gray, Washington, D.C.

This week there is some good news from Washington, D.C. in the midst of all the dismal Congressional news on the shutdown. Like many American cities, the nation's capital faces deep challenges, including some neighborhoods where poverty, violence, and unemployment rates are rampant. These major challenges plus the necessity of educating all the city's children for the future made the District of Columbia ready for major changes. Over the last several years they've made a series of decisions that have made the city a model of best practices for its youngest children. When Mayor Vincent Gray spoke on early childhood education at a recent Children's Defense Fund/Duke University Child and Family Policy Center convening, he shared some of the approaches our nation's capital city is getting exactly right when it comes to preparing the next generation of workers and leaders for the future.

Mayor Gray explained that because he had a background in clinical psychology and entered politics after serving as the city's Director of Human Services he understood that investments in early childhood pay for themselves many times over in better outcomes

throughout a child's entire life. He knew the city couldn't afford to waste more childhoods: "Ninety percent of brain development has already occurred by the time a child is five years of age, yet many children don't start school before five years of age, which seemed like an incredibly lost opportunity to me." The mayor helped lead the push for universal pre-kindergarten, and since it was adopted four years ago the city has chosen to fund pre-K using the same formula as every other grade to ensure its availability. As a result, over 90 percent of D.C.'s four-year-olds are now in school in a full-day program as are over 70 percent of three-year-olds. Children in the city's pre-K programs are all being taught by teachers with the same qualification standards as teachers at every other grade level in the system. There is also a strong team in place in the D.C. Public Schools making this work.

That tremendous achievement is only part of D.C.'s early childhood education success story. The city's Early Success Framework focuses on children starting at birth through third grade, and Mayor Gray explained that for the last year and a half the city has been examining the existing resources and agencies that already serve these children and their families to decide how efforts can be better coordinated and organized for maximum impact. The city uses a three-pronged system: traditional public schools; public charter schools, which now serve 43 percent of D.C.'s students; and licensed home and community-based providers, which help serve the very youngest children beginning in infancy. Public schools are also co-locating with community agencies that operate infant and toddler child development centers. As high schools are modernized throughout D.C., all of them are opening with state of the art infant and toddler classrooms. As the mayor explained, that's just one more way the city is able to provide developmental programming for its children at the earliest stages and also engage parents right from the very beginning.

Since children do not come in pieces, I was pleased to hear that schools are being connected to the city's health care system, and at the same time the health care system is emphasizing the successful developmental interventions that can be made with young children. The city also is making new investments in infants and toddlers and has begun talking with the Clinton Global Initiative about strategies to decrease infant mortality. The mayor summed it up saying, "the Early Success Framework is really a frame for us to be able to put together a panoply of programs on behalf of children."

And it's working. "We are already seeing it in terms of third grade test scores on the part of kids. We are already starting to see it in terms of kids' reading capacity. We're starting to see it in terms of the expansion of very young children's vocabulary... I think it's because we have started our kids out at an early point."

Mayor Gray said most D.C. residents supported these new investments in children because they knew something different needed to be done and understood this was a prudent use of city resources:

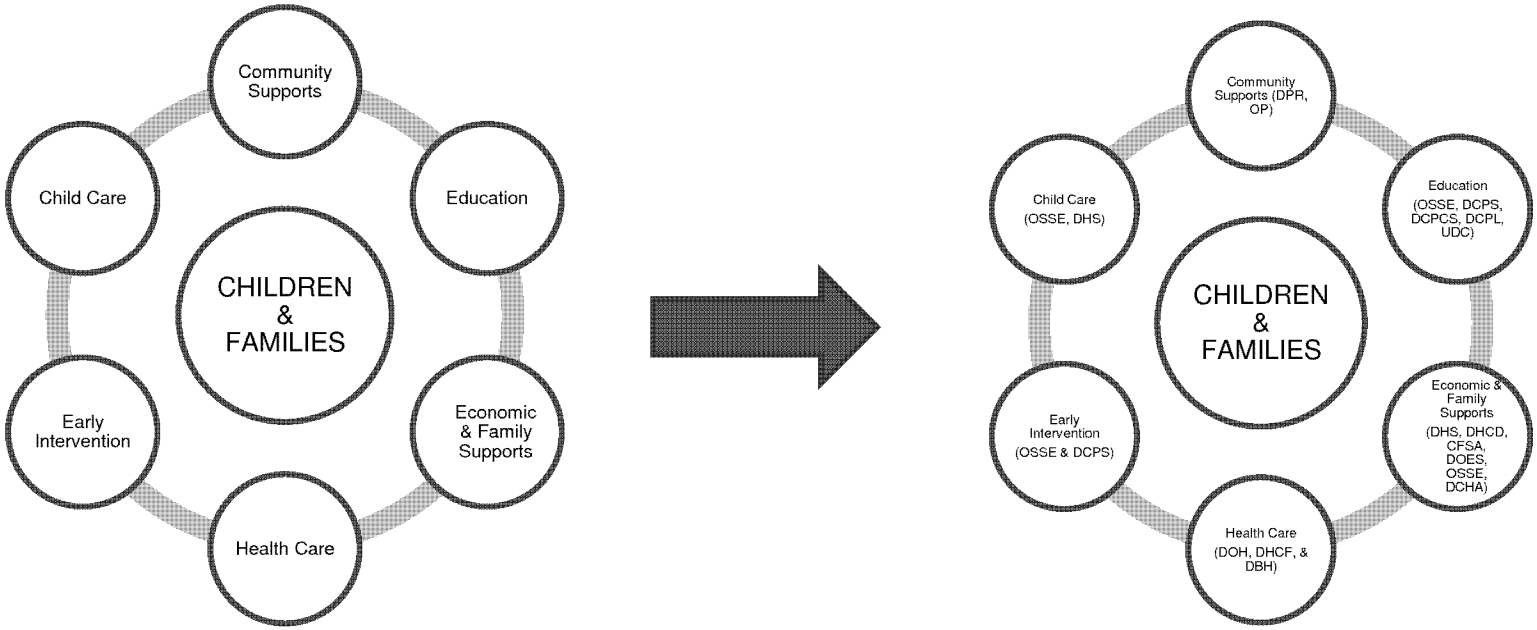
Being able to move systems in that way is a very difficult and painstaking progress, but it will never happen until you conceive of it, and then you start to try to make it happen ... I

know there is no panacea to any of this, but frankly, it is the closest thing we have to a panacea, and it amazes me that jurisdiction after jurisdiction does not invest in early childhood education—or hard times hit [and] it's one of the first things in which jurisdictions disinvest. That is a huge, huge mistake. Imagine what could happen in America if many of the dysfunctional self-serving members of Congress had the common sense to focus on what is truly important: investing in rather than undermining America's children and future with cheap fleeting political posturing. Communities and governments all across the country can learn from the strides Washington, D.C. is making for its young children. And I hope they will.

At: http://www.huffingtonpost.com/marian-wright-edelman/the-closest-thing-we-have_b_4046157.html

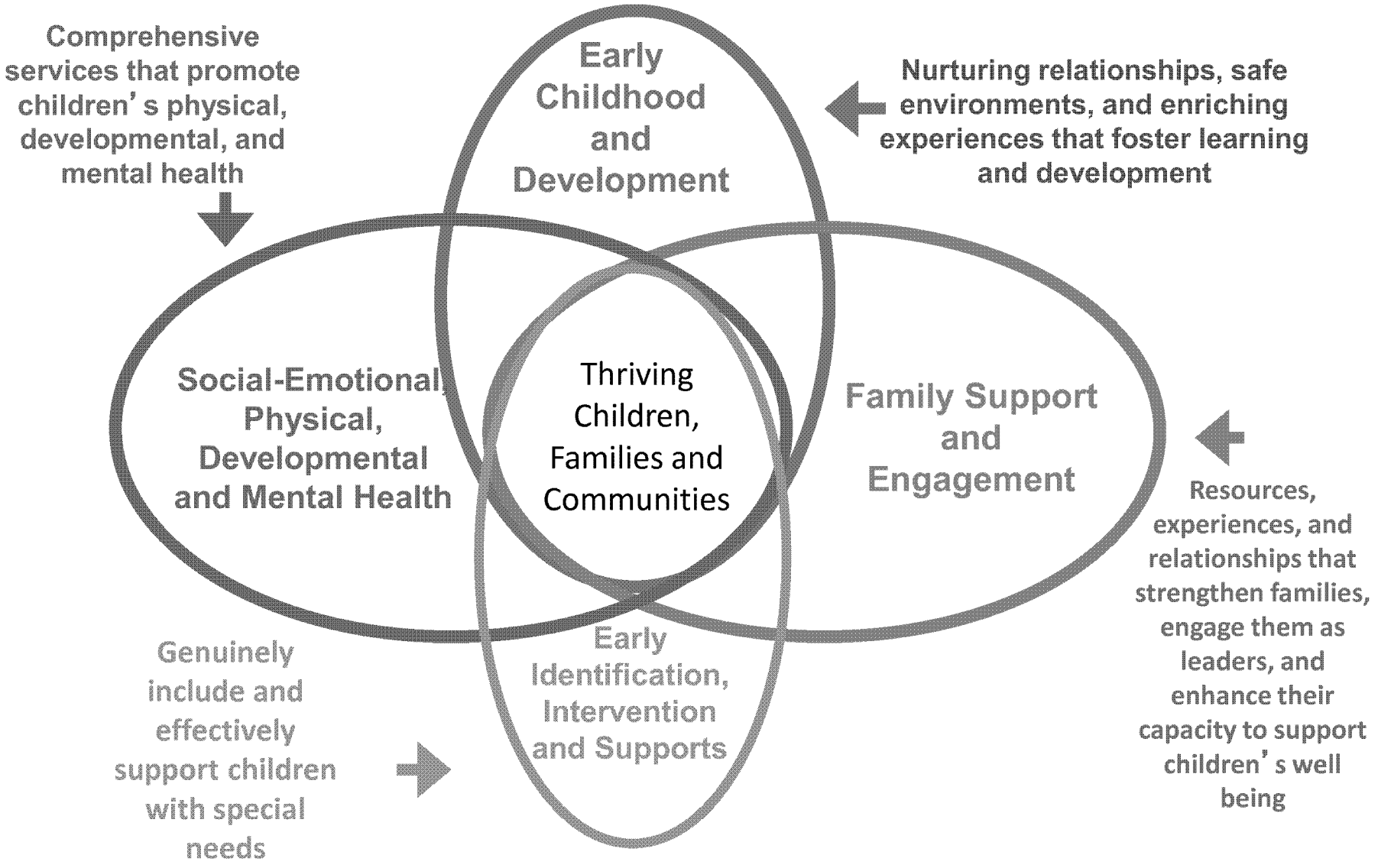
Early Success

A framework to ensure that ALL children and families in the District of Columbia are thriving...

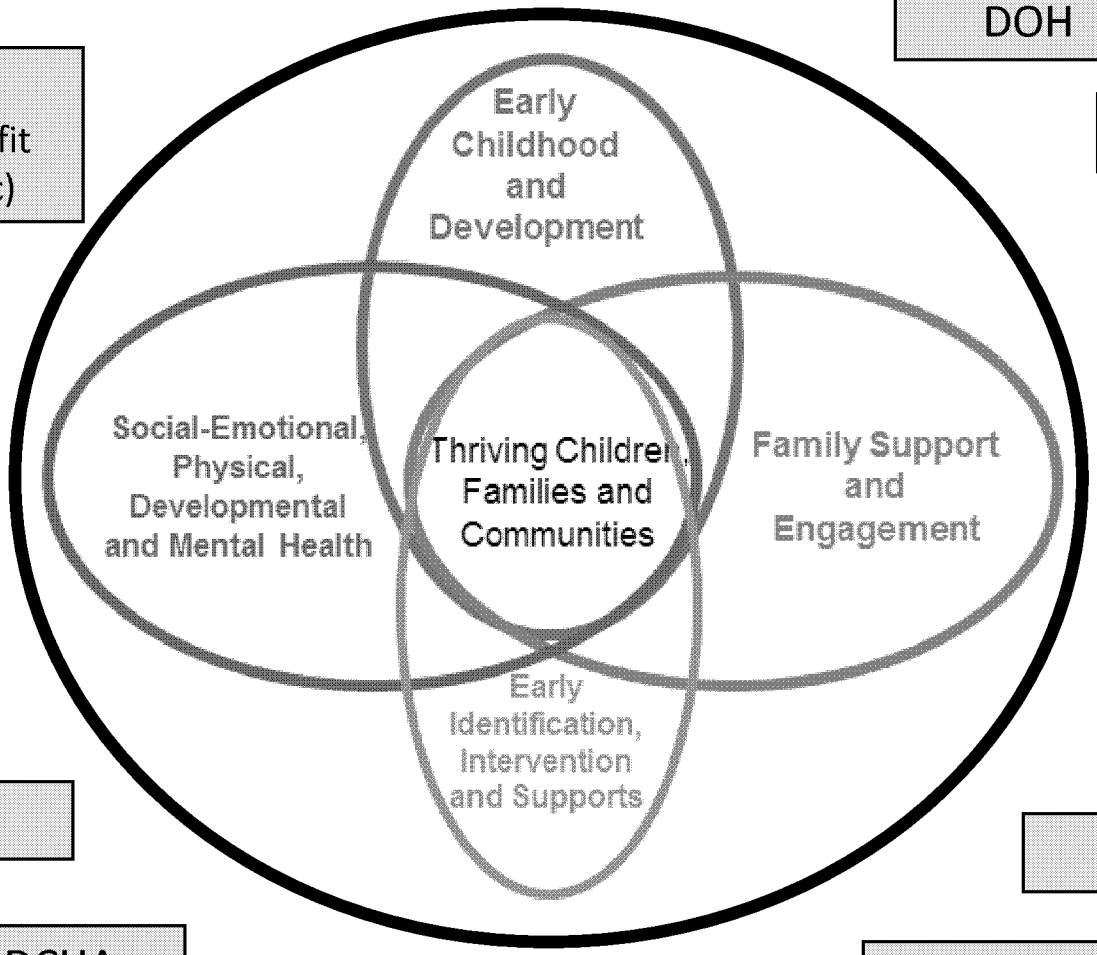


through the collaboration of multiple city agencies and community partners.

A Comprehensive Framework for Children



A One City System for Early Success



DME and DMHHS

DOH

Community (Business, Nonprofit and Philanthropic)

DCPL

UDC

OSSE

DCPS & DCPCS

CFSA

DOES

DPR

DHCD

DHS

DBH

DCHA

OP

DHCF

A Framework for Early Success

GOALS

Outcomes

- For young children
- For their families
- For ECE professionals
- For DC communities

Strategies

Early Success: GOALS

Goals	Children	Families	Professionals	Communities
	All children develop in comprehensive and enriching environments.	Families are linked to opportunities and resources that strengthen their role as parents.	Professionals working with young children have the knowledge, skills, and supports to work effectively with and on behalf of children and families.	Communities are safe places where resources are available to help children and families thrive.

Children = All District children, birth through age 8

Families = all families of children, birth through age 8

Professionals = All adults who care for children birth to age 8 as part of their employment including pediatricians, home visitors, childcare providers, teachers, and assistant teachers

Communities = all neighborhoods in all Wards of the District of Columbia

Early Success: KEY OUTCOMES FOR 2014

OUTCOMES	Children	Families	Professionals	Communities
Early Learning and Development	At least 50 percent of early childhood and development programs will meet the highest quality standards. (OSSE, DCPS, DCPCS) At least 75 percent of low-income children will be served by early childhood and development programs meeting high quality standards. (OSSE, DCPS, DCPCS, DOH)		100% of Pre-K classroom teachers will have a BA and 100% of Pre-K Assistant Teachers will have an AA degree. (OSSE, DCPS, PCS, CBOs, UDC)	
Engagement and Support	Expand the eligibility criteria for early intervention services to 50% delay in one or more developmental domain(s) or 25% delay in two or more developmental domains to identify and serve greater numbers of infants and toddlers who are at risk of, or diagnosed with, developmental delays or disabilities. (OSSE, DCPS, CBOs, DHCF, DMH)	At least 90 percent of families with young children have access to a medical home (i.e., primary care provider). (DOH & DHCF)		100% of families can access information about high-quality early childhood and development settings for their children through materials and tools provided by the Childcare Resource and Referral Agency. (OSSE, DCPS, DCPCS)
Social, Emotional, Mental and Physical Health and Development	At least 90 percent of children will receive vision and hearing screenings in a timely manner. (DOH, DHCF, DCPS, PCS, CBOs)	At least 75 percent of expectant women receive timely prenatal care. (DOH, DMHHS)		

Additional Outcomes for Children, Families, Professionals and Communities

Children

•Significantly decrease gaps in school readiness and academic achievement between populations of children. (OSSE, DCPS, DCPCS, DOH)

•Improved family and community knowledge and skills to support children's health and development. (DMHHS)

•Increased family ability to identify and select high quality early childhood services and supports. (OSSE, DCPS, DCPCS)

•ALL children will receive developmental screens in a timely manner, including Medicaid eligible children who will receive EPSDT screening on a periodicity schedule that meets recommendations of American Academy of Pediatrics. (DHCF)

•ALL children will be vaccinated on the schedule of recommendations by the American Academy of Pediatrics. (DOH)

•Increased number of environments, including but not limited to early childhood and development settings, providing early identification, intervention, supports, and mental health consultation. (OSSE & DMH)

Families

•ALL families can access information about high-quality early childhood and development settings for their children. (OSSE, DCPS, DCPCS)

•ALL families receive appropriate supports to provide enriching and developmentally appropriate experiences for their children. (DMHHS & DME)

•Increased number of children who live in safe, stable, and supportive families. (DHS & CFSA)

•Increased percentage of eligible families are referred to and enrolled in income and benefits programs.(DHS)

•Increased percentage of families of young children transitioning from TANF support to economic self-sufficiency.(DHS)

•ALL families with children are screened to determine appropriate supports and engagement, including home visiting. (DOH)

•ALL families have health insurance for their children. (DHCF)

•Improved knowledge and practice of nurturing behaviors, parenting, nutrition and wellness among families and early childhood professionals. (OSSE, DCPS, DOH, DHS)

Additional Outcomes for Children, Families, Professionals and Communities

Professionals

- ALL early childhood professionals have a clearly articulated path that is inclusive of teacher preparation programs for career advancement and aligns with the Workforce Knowledge and Competency Framework. (OSSE)
- ALL early childhood professionals will be trained on the DC Early Learning Standards. (OSSE, DCPS, DCPCS)
- ALL early childhood professionals are comprehensively trained to implement family engagement standards. (OSSE, DCPS, DCPCS)
- At least 85 percent of instructional staff of licensed child care providers and home visitors are trained on health standards and best practices for implementation. (OSSE, DCPS, DCPCS, DOH)
- ALL early childhood settings and programs, including home visitation programs, will have trained staff to identify and provide proper intervention for children with high needs. (OSSE, DCPS, DCPCS)

Communities

- ALL communities have access to high-quality early childhood and development programs for children birth through age eight. (OSSE, DCPS, DCPCS, DME)
- ALL communities have supports for families accessible within their geographic boundaries. (DMHHS & DME)
- ALL communities have convenient access points for the comprehensive coordinated services model. (DHS)
- ALL communities have access to high quality screening, prevention services, and physical and mental health providers. (DOH, DHCF, DMH)
- ALL communities have the resources needed to ensure children are safe at home and in early childhood settings and schools. (DMHHS & DME)

GOVERNMENT OF THE DISTRICT OF COLUMBIA

ADMINISTRATIVE ISSUANCE SYSTEM

Mayor's Order 2013-187
October 10, 2013

SUBJECT: Establishment – Mayor's Inter-Agency Council on Coordination and Management of the Supports and Services Delivery System for Children, From Birth to Age Eight, and Their Families

ORIGINATING AGENCY: Office of the Mayor

By virtue of the authority vested in me as Mayor of the District of Columbia by section 422(2) of the District of Columbia Home Rule Act, approved December 24, 1973, 87 Stat. 790, Pub. L. 93-198, D.C. Official Code § 1-204.22(2) (2012 Repl.), it is hereby **ORDERED** that:

I. ESTABLISHMENT

There is hereby established in the Executive Branch of the government of the District of Columbia a Mayor's Inter-Agency Council on Coordination and Management of the Supports and Services Delivery System for Children, From Birth to Age Eight, and Their Families ("Early Success Council").

II. PURPOSE

The Early Success Council shall oversee and coordinate those interagency actions and steps deemed necessary and appropriate with respect to improving the District of Columbia government's supports and services delivery system for children, from birth through age eight, and their families and promoting the outcomes of the Mayor's Early Success Framework.

III. FUNCTIONS

The functions of the Early Success Council shall include:

A. Coordinating and aligning the planning, policy, program, funding and oversight structures to establish a comprehensive and coordinated early childhood system;

B. Promoting sustainability of strategies and initiatives for children, from birth to age eight, and their families, including creating public and private partnerships and coordinating with the State Early Childhood Development Coordinating Council;

C. Reducing duplication of efforts and maximizing efficiency of supports and services for children, from birth to age eight, and their families; and

D. Undertaking any other functions necessary to further the stated purpose of the Early Success Council, as assigned by the Mayor, the Deputy Mayor for Health and Human Services, and the Deputy Mayor for Education.

IV. COMPOSITION

The Early Success Council shall be comprised of the following members:

A. The Deputy Mayor for Education;

B. The Deputy Mayor for Health and Human Services;

C. Director, Department of Health;

D. Director, Department of Health Care Finance;

E. Chancellor, District of Columbia Public Schools;

F. Executive Director, District of Columbia Public Charter School Board;

G. Director, Department of Behavioral Health;

H. Director, Department of Human Services;

I. Superintendent, Office of the State Superintendent of Education;

J. Director, Child and Family Services Agency;

K. Director, Department of Parks and Recreation;

L. Director, Department of Employment Services;

M. Director, Department of Housing and Community Development;

N. Director, District of Columbia Housing Authority;

O. Director, District of Columbia Public Libraries;

P. President, University of the District of Columbia;

Q. President, District of Columbia Community College; and

R. Director, Office of Planning.

V. MEETINGS

A. The Early Success Council shall meet on a regular schedule at least once each month and at such other times as may be deemed necessary by the Co-Chairpersons. Non-attendance of any member at a regular meeting, other than for emergency reasons, must be excused in advance by one of the Co-Chairpersons. Participation in any meeting may be by telephone.

B. The Early Success Council members, through one of the Co-Chairpersons or by delegation from one of the Co-Chairpersons, may invite for purposes of attending (or participating in) a meeting the participation of representatives of their respective District agencies, other District agencies, stakeholders, providers of services and supports, institutions, or any other entities or individuals deemed necessary for the Early Success Council to achieve its purpose and functions.

VI. ADMINISTRATION

The Deputy Mayor for Education and the Deputy Mayor for Health and Human Services shall serve as Co-Chairpersons and provide administrative support to the Early Success Council.

VII. EFFECTIVE DATE: This Order shall become effective immediately.

Vincent C. Gray

VINCENT C. GRAY
MAYOR

ATTEST: (b)(6)

CYNTHIA BROCK-SMITH
SECRETARY OF THE DISTRICT OF COLUMBIA

GOVERNMENT OF THE DISTRICT OF COLUMBIA

LEGISLATIVE BRANCH

- Council of the District of Columbia
- DC Auditor
- Advisory Neighborhood Commissions

EXECUTIVE BRANCH

- Mayor
  - Office of the Chief Financial Officer
    - Office of Budget and Planning
    - Office of Tax and Revenue
    - Office of Financial Operations and Systems
    - Office of Finance and Treasury
    - Office of Revenue Analysis
  - Office of the Inspector General
  - Office of the City Administrator
    - Office of Deputy Mayor for Education
      - DC Public Schools
      - Public Charter Schools
      - University of the District of Columbia
      - DC Community College
      - Office of the State Superintendent of Education
      - Office of Public Education Facilities Modernization
    - Office of the Deputy Mayor for Planning and Economic Development
      - Department of Employment Services
      - Department of Housing and Community Development
      - Department of Consumer and Regulatory Affairs
      - Office of Tenant Advocate
      - Department of Insurance, Securities and Banking
      - Department of Small and Local Business Development
      - Office of Motion Picture Development
      - Office of Planning
      - Commission on Arts and Humanities
    - Department of the Environment
      - Department of Human Resources
      - Department of Motor Vehicles
      - Department of Public Works
      - Department of Transportation
      - Department of Real Estate Services
      - Office of Risk Management
      - Office of Human Rights
      - Office of the Chief Technology Officer
      - Office of Contracts and Procurement
      - Taxicab Commission
    - Office of the Deputy Mayor for Public Safety and Justice
      - Metropolitan Police Department
      - Fire and Emergency Medical Services Department
      - Office of Unified Communications
      - Homeland Security and Emergency Management Agency
      - Department of Corrections
      - Office of the Chief Medical Examiner
      - Justice Grants Administration
    - Office of the Deputy Mayor for Health and Human Services
      - Department of Health
      - Department of Human Services
      - Child and Family Services Agency
      - Department of Disability Services
      - Office of Disability Rights
      - Department of Mental Health
      - Department of Youth Rehabilitation Services
      - Department of Health Care Finance
      - Office of Aging
      - Department of Parks and Recreation
  - Office of the Attorney General
  - Executive Office of the Mayor
    - Office of the Chief of Staff
    - Office of Budget and Finance
    - Office of Communications:
      - Mayor's Correspondence Unit
      - Office of Cable Television
    - Office of Policy and Legislative Affairs
    - Office of Boards and Commissions
    - Office of Community Affairs:
      - Office of Community Relations
      - Office on Ex-Offenders Affairs
      - Office on Women's Policy and Initiatives
      - Serve DC
      - Youth Advisory Council
      - Office of African Affairs
      - Office of Asian & Pacific Islander Affairs
      - Office of GLBT Affairs
      - Office of Latino Affairs
      - Office of Religious Affairs
      - Office of Veteran Affairs
    - Office of the Secretary
    - Office of the General Counsel

JUDICIAL BRANCH

- DC Court of Appeals
- DC Superior Court
- Joint Commission on Judicial Administration
- Commission on Judicial Disabilities and Tenure
- Judicial Nomination Commission
- District of Columbia Bar
- Sentencing and Criminal Code Revision Commission

Independent Agencies

- DC Water (Water and Sewer Authority)
- District of Columbia Retirement Board
- Office of Employee Appeals
- Public Employee Relations Board
- Washington Convention and Sports Authority
- Housing Finance Agency
- Public Defender Service
- Pretrial Services Agency
- DC Lottery and Charitable Games Control Board
- Board of Library Trustees
- University of the District of Columbia Board of Trustees
- Office of the People's Counsel
- DC Housing Authority
- Contract Appeals Board
- Board of Real Property Assessment and Appeals
- Alcoholic Beverage Regulation Administration
- Criminal Justice Coordinating Council

Charter Independent Agencies

- Zoning Commission
- Public Charter Schools
- Public Service Commission
- Board of Elections and Ethics

Regional Bodies

- Metropolitan Washington Council of Governments
- National Capital Planning Commission
- Washington Metropolitan Area Transit Authority
- Washington Metropolitan Area Transit Commission
- Washington Metropolitan Airports Authority

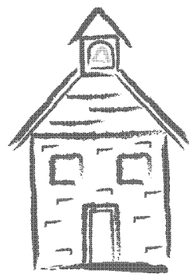
DC Public Charter Schools with Pre-K Classrooms

AppleTree Early Learning Center PCS
Arts and Technology PCS
Bridges PCS
Briya Public Charter School
Center City PCS
Community Academy PCS
Creative Minds International PCS
D.C. Bilingual PCS
D.C. Preparatory Academy PCS
DC Scholars PCS
E.L. Haynes PCS
Eagle Academy PCS
Early Childhood Academy PCS
Elsie Whitlow Stokes Community Freedom PCS
Excel Academy PCS
Friendship PCS
Hope Community Academy PCS
Ideal Academy PCS
Imagine Southeast PCS
Ingenuity Prep PCS
Inspired Teaching Demonstration PCS
KIPP DC PCS
Latin American Montessori Bilingual (LAMB) PCS
Mary McLeod Bethune PCS
Meridian PCS
Mundo Verde Bilingual PCS
Perry Street Prep PCS
Potomac Lighthouse PCS
Roots PCS
Sela PCS

Shining Stars Montessori PCS
St. Coletta Special Education PCS
Tree of Life PCS
Two Rivers PCS
Washington Yu Ying PCS
William E. Doar Jr PCS

District of Columbia Common Core Early Learning Standards

2012



District of Columbia Common Core Early Learning Standards
2012

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Introduction to District of Columbia Early Learning Standards

This revised edition of the *District of Columbia Early Learning Standards* is a response to the evolution of the standards movement in early childhood education throughout the country. For the first time since 2007, the District of Columbia *Early Learning Standards* show the continuum of learning and development expected of all young children, from birth through grade three. They include alignment with the *Common Core State Standards for English Language Arts and Mathematics* (2010). They are also aligned with *The Head Start Child Development and Early Learning Framework* (2010), thus ensuring that all children will receive the same standards-based instruction regardless of program auspices. The curriculum alignment project was spearheaded by DC State Superintendent Hosanna Mahaley and DC State Early Learning Administrator, Maxine Maloney and builds on a substantial body of work produced by key local stakeholders and national experts.

The *Early Learning Standards* include indicators for infants, toddlers, two-year-olds, preschoolers (3s & 4s) and the exit expectations for children leaving pre-kindergarten and kindergarten. The standards provide parents and teachers with a sense of what children should know and be able to do at various ages and grade levels. The *Early Learning Standards* focus on the whole child and include a broad range of domains because young children's learning and development are interrelated and cross all domains of learning. The *Early Learning Standards* acknowledge the essential role of the teacher in intentionally guiding children's learning and development in a high-quality environment.

The *Early Learning Standards* recognize that early childhood professionals are key decision-makers in the process of helping young children develop and learn. The National Association for the Education of Young Children (NAEYC) (2009) provides five guidelines to address this decision-making process:

1. **Creating a caring community of learners**—Teachers focus on their relationships with the children they teach and children's relationships with one another. They learn about each other's strengths and needs and how to respect and acknowledge differences. In the caring community of the classroom, children learn self-regulation skills as they explore and experiment, share and collaborate, and construct new understandings and gain knowledge about the world around them.
2. **Teaching to enhance development and learning**—Teachers get to know each child and family members well in order to be better able to meet children's needs. They intentionally plan experiences that incorporate both child-initiated and teacher-directed learning opportunities that enable children to learn in all domains. They use a broad range of teaching strategies and learning formats that serve to encourage thinking and scaffold learning, making adjustments to meet the child's skill level. Because they recognize the importance of play experiences as a vehicle for developing executive function skills, they build opportunities for play into everyday experiences and help children to achieve higher levels of play as appropriate.
3. **Planning curriculum to achieve important goals**—Teachers understand and use a well-planned and implemented curriculum that allows for adaptation to meet the needs of individual children and addresses all domains of development.
4. **Assessing children's development and learning**—Teachers use ongoing assessment practices designed to help them in planning for children's further learning and communicating with family members. Teachers collect information during classroom experiences and use this information as part of a formative assessment process that improves both teaching and learning. If screening assessments are used to identify children who may have special needs, appropriate follow up and referral is part of the assessment process.
5. **Establishing reciprocal relationships with families**—Teachers function in a reciprocal relationship with family members recognizing the importance of creating a welcoming environment as well as developing procedures for ongoing communication.

Purpose and Uses of Early Learning Standards

The primary purpose of the *Early Learning Standards* is to ensure that children in the District of Columbia have the kinds of rich and robust early experiences that prepare them for success in school and for lifelong learning.

To achieve this goal, the *Early Learning Standards* should be used as

- a resource for guiding the selection and implementation of the curriculum;
- a focus for discussion by families, community members, and legislators around the education of young children;
- a guide for selecting assessment tools appropriate for children from a variety of backgrounds with differing abilities;
- a guide for planning experiences and instruction that enable children to make progress in meeting the standards; and
- a framework for planning professional development opportunities.

The *Early Learning Standards* should <u>not</u> be used to

- mandate specific teaching practices or materials;
- bar children from entering kindergarten;
- exclude children based on presence of disabilities or language spoken at home; and
- establish rewards or punishments for education staff.

The Role of Curriculum

The *Early Learning Standards* are not intended to replace curriculum models currently being used by programs. However, they are intended to be used as a guide for programs to select an appropriate curriculum and to measure how well it is being implemented. To achieve the desired outcomes for children, the curriculum, classroom practices, and instructional approaches must be carefully planned, developmentally appropriate, culturally and linguistically responsive, and comprehensive. The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) (2003) have defined indicators of effective curriculum:

- Children are active and engaged.
- Goals are clear and shared by all.
- Curriculum is evidenced-based.
- Valued content is learned through investigation and focused, intentional teaching.
- Curriculum builds on prior learning and experiences.
- Curriculum is comprehensive.
- Professional standards validate the curriculum's subject matter content.
- The curriculum is likely to benefit children.

The Role of Assessment

The *Early Learning Standards* are not meant to be used as an assessment tool. Rather, programs should use an assessment system that links to their curriculum and that will provide data on children's progress in meeting the Standards. Assessment is an ongoing process of gathering information about children in order to support children's learning. The primary purposes of assessment are

- to get to know each child—what he/she knows and can do in relation to the learning objectives;
- to plan activities and instruction for individual children and for groups of children;
- to track children's progress and ensure that every child is progressing in all areas; and
- to prepare reports—to families, to funders, and other interested parties.

> Assessment methods should be "developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes." Those purposes include "(1) making decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions." (NAEYC and NAECS/SDS 2003).

Special Educational Needs

As stated above, the *Early Learning Standards* provide guidance on selecting and implementing a curriculum and assessment system as well as planning experiences and instruction that enable all children to make progress in meeting the standards. This includes children with special education needs who demonstrate a wide range of cognitive, language/communication, physical, social/emotional, and sensory differences. These differences typically lead to adaptations to the program or school environment, materials, and teaching strategies. Because each child reveals his or her learning styles, skills, and preferences in unique ways, the kinds of adaptations needed are individually determined within each child's Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). Adaptations provide ways for children with special needs to develop their strengths and compensate for their learning differences as they work towards making progress in meeting the Standards. Teachers can plan and structure programs to ensure children with special needs are successful by focusing on identifying children's individual strengths and needs, linking instruction to the curriculum and Standards, providing appropriate supports and modifications as indicated in the individual plans, and assessing children's progress in an ongoing manner.

Diversity and Multiculturalism

Children come into early childhood programs behaving within the cultural expectations they have been taught at home and in their communities. Teachers have an opportunity to help all children grow and learn by strengthening the connections between home, school, and community. Many cultural groups have a long-standing oral tradition, which is passed on to children through stories, songs, rhymes, and folklore. Making a connection between this tradition and the written word and oral language development that the Standards promote will greatly enhance the English literacy development of children from these backgrounds.

Teachers can make meaningful, authentic, lifelong learning possible for children by engaging in practices that not only connect standards, curriculum, and teaching practices to positive outcomes, but clearly connect these same aspects to children's cultural/ family/home community expectations, values, and norms. They can do this by recognizing and appreciating children's cultural and language uniqueness, incorporating each child's family life into the program.

Professional Development and Training

Teachers presently employed in early care and education settings and those preparing to enter the field must be given adequate and appropriate training and support to ensure that their teaching practices address all the Standards. To achieve the positive learning outcomes for children defined in the *Early Learning Standards,* all stakeholders must be committed to their full implementation and receive training on the Standards.

The Importance of Play as Part of Early Childhood Education

For young children, much important cognitive, social–emotional, language, and physical development occurs in the context of play. There is pretend play, rough-and-tumble play, games where children make up the rules, games with rules, and play that involves building and using materials. There is play with adults and play with other children. Different kinds of play promote the healthy development of the whole child.

While children need time for free play, knowledgeable teachers can help children to engage in constructive, purposeful play that supports memory development, impulse control, and cognitive flexibility as well as language and physical development. When children have opportunities to use materials in open-ended ways, investigate interesting topics, engage in hands-on explorations, and construct models and pictures, they are working hard at play. They learn essential skills and concepts at the same time.

Complex socio-dramatic play is particularly helpful in giving children opportunities to develop important skills. In this kind of play, children have to invent their roles, respond in character to others, be willing to make changes as the play unfolds, and learn and use the language associated with the role. Teachers support this kind of complex play by listening; providing language as necessary; extending learning by offering new language, ideas, and props; and encouraging problem solving and furthering the use of imagination.

Organization of the Document

The *Early Learning Standards* are composed of nine areas of development and learning:

- Approaches to Learning/Logic and Reasoning
- Communication and Language
- Literacy
- Mathematics
- Scientific Inquiry
- Social Studies
- The Arts
- Social–Emotional Development
- Physical Development/Health and Safety

There are thirty-four standards:

Approaches to Learning/Logic and Reasoning

1. Attends and engages with curiosity
2. Shows persistence
3. Approaches tasks flexibly
4. Uses symbols and takes on pretend roles

Communication and Language

5. Demonstrates understanding of spoken language
6. Uses language to express self
7. Uses conventional grammar and syntax
8. Uses conventional conversational and other social communication skills

Literacy

9. Demonstrates understanding of print concepts
10. Demonstrates comprehension of printed materials read aloud
11. Hears and discriminates the sounds of language
12. Writes letters and words
13. Understands the purpose of writing and drawing

Mathematics

14. Matches, groups, and classifies objects
15. Demonstrates knowledge of number and counting
16. Demonstrates knowledge of volume, height, weight, and length
17. Identifies and labels shapes
18. Demonstrates understanding of positional words

Scientific Inquiry

19. Observes and describes the characteristics of living things
20. Observes and describes the properties of physical objects
21. Observes and describes characteristics of Earth and space
22. Demonstrates scientific thinking

Social Studies

23. Demonstrates understanding of people and how they live

The Arts

24. Engages in music, movement, and drama activities
25. Explores the visual arts

Social–Emotional Development

26. Expresses a variety of feelings and learns to manage them
27. Recognizes the feelings and rights of others, and responds appropriately
28. Manages own behavior
29. Develops positive relationships with adults
30. Engages and plays with peers
31. Resolves conflicts with others

Physical Development/Health and Safety

32. Demonstrates strength and coordination of large muscles
33. Demonstrates strength and coordination of small muscles
34. Demonstrates behaviors that promote health and safety

Each of the thirty-four standards has six "indicators" for these age/grade levels:

- Infants
- Toddlers
- Twos
- Preschoolers
- Pre-K Exit Expectations
- K Exit Expectations

Communication & Language	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS:	Indicators:	Indicators:	Indicators:	Indicators:	Indicators:	Common Core State Standards:
5. Demonstrates understanding of spoken language	**5a.** Appears interested in others' speech *Example:* Looks at people who are talking. *Supportive Practice:* Talk to children throughout the day, describing what they are doing and experiencing, e.g., "You're picking up green peas with your fingers."	**5a.** Responds to others' speech and gestures *Example:* Touches her shoe when she hears the word *shoe*. *Supportive Practice:* Name objects and actions, introducing new words, e.g., "Here's your dinosaur blanket with the soft ribbon fringe."	**5a.** Responds to simple statements, questions, and simple texts read aloud *Example:* Opens the flaps in the book *Where's Spot?* at the appropriate times. *Supportive Practice:* Read and reread books to enhance understanding and vocabulary. Comment on the pictures and story.	**5a.** Responds to more complex questions, statements, and texts read aloud that present new vocabulary and ideas *Example:* Follows directions to wash and dry hands after working with papier-mâché. *Supportive Practice:* Give directions with two or more steps.	**Comprehension and Collaboration** **5a.** Asks and answers questions in order to seek and offer help, get and offer information, or clarify something that is not understood *Example:* Asks the teacher whether they are having chicken for lunch, what kind, and whether he may have three pieces. **5b.** Demonstrates understanding of spoken language by responding appropriately. *Example:* Gets paper to make a sign after the teacher mentions that she might need to make one because children are running in the classroom. *Supportive Practices* • Encourage children to think of questions they want to ask a police officer when she comes to visit. • To help children understand what you're saying, clarify your message by demonstrating with concrete objects and movements, e.g., "Watch how I always keep this foot in front when I gallop."	**Comprehension and Collaboration** **SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Each indicator includes an "Example" of what the standard looks like at the age or grade level as well as a "Supportive Practice(s)" that suggests ways teachers can help children learn the skills involved. Most of the standards at the pre-K level include additional indicators, e.g., 5a, 5b, etc. to address the complexity of the standard at that level. The kindergarten standards are taken directly from the *Common Core State Standards for English Language Arts and Mathematics* (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010) and do not include examples or supportive practices in this document.

Domains or Areas of Development and Learning

The following is a brief overview of each area or domain included in the *Early Learning Standards.*

Approaches to Learning/Logic and Reasoning is about how children learn to perceive and process information. Skills in this area of development are related to thinking: remembering, problem solving, and decision making. For children to be successful in school, they must be able to figure out what to do, how to do it, and coordinate the necessary skills required to accomplish the task. They need to learn to control impulses, multitask, follow directions, and focus. There is much concern today about the importance of these *executive function* skills and how to teach them. Young children develop these skills when teachers and family members help them. Teachers help children by organizing the environment in ways that support children's learning to focus and make choices. They intentionally give children practice in following multi-step directions. They provide opportunities for children to explore and investigate topics that are interesting and meaningful so that children will engage and focus as they use previous knowledge to learn new things. They encourage children to talk about what they are learning and how they learned it. They also model self-talk that helps children understand how they decide what to do to accomplish a task.

Communication and Language involves learning to understand others and to use language to communicate. At the pre-K and kindergarten levels the standards are divided into subareas for further clarification: **Comprehension and Collaboration, Presentation of Knowledge and Ideas, Vocabulary Acquisition and Use**, and **Conventions of Standard English**.

The **Literacy** standards reflect the growing emphasis on exposing young children to both informational texts and literature from an early age. In addition to basic **Print Concepts**, children are expected to learn how to think about the **Key Ideas and Details** and the **Craft and Structure** in texts. They learn about the **Integration of Knowledge and Ideas** by talking and writing about what they read and listen to. They are expected to develop specific **Phonological Awareness/Phonics and Word Recognition** skills. The **Production and Distribution of Writing** area includes both the act of writing and understanding the purpose of writing and drawing. Finally, children learn about different **Text Types and Purposes** as they write about what they are learning and write stories.

The **Mathematics** standards include expectations for learning about **Classification** and **Patterns**, but the most important emphasis for young children is skills related to number:

- **Knows number names and the count sequence**
- **Counts to tell the number of objects**
- **Compares numbers**
- **Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from**

Measurement is included with this expectation: **Describes and compares measurable attributes.**

Geometry is included with these expectations: **Identifies and describes shapes and the relative position of objects.**

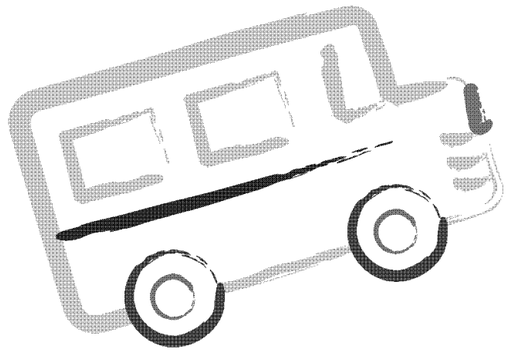
Scientific Inquiry standards are included for only the pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year. In the field of science, children should be learning concepts and knowledge related to **Life Science, Physical Science**, and **Earth Science**. They should also be developing **Inquiry and Design Practices** that are applicable to multiple science and engineering disciplines.

Social Studies standards are included for only the pre-K year. While teachers build social studies learning with young children about people and how they live, social studies standards are not applicable before this year. In the field of social studies, children should be developing **Knowledge of Human Characteristics**, **Knowledge of Life in a Community**, and about **Change Related to Familiar People and Places.**

The Arts standards are included for only the pre-K year. While teachers are expected to design many arts-related experiences for young children in the early years, particular standards are not described before this year. Arts experiences include **Music, Movement and Drama Concepts and Expression,** and **Concepts and Expression in the Visual Arts.**

Young children's **Social–Emotional Development** is at the core of their learning because it affects all other areas of development. The self-regulation skills that are crucial to developing the executive function skills mentioned earlier under Approaches to Learning/Logic and Reasoning are part of what children are learning as they grow socially and emotionally. Children need to learn how to express **Emotions and Behaviors** in socially acceptable ways. As they recognize and label feelings and practice developing rules and following limits and expectations with the help of supportive adults, they gain invaluable practice that will help them in school and in life. **Positive Relationships** are essential to this development. That is why it is so important for teachers to develop positive relationships with each child. As part of these relationships, teachers guide children in ways to resolve social conflicts that are inevitable in the classroom. How to interact with and develop relationships with other children is a key learning experience for young children. When teachers plan meaningful and engaging play experiences that encourage children to work together, children learn to interact and make friends while they are learning important skills and concepts across the curriculum.

Physical Development includes **Large-Muscle Strength and Coordination** and **Small-Muscle Strength and Coordination.** As the focus in school becomes more and more academic, it is important to remember that competence in physical development and coordination is important to the development of the whole child. Children who feel good about themselves physically are often more successful in their work in school. **Health and Safety** includes learning about rules, self-help skills, and nutrition.



Birth–Grade 3 Learning Standards Continuum

The following table illustrates the continuum of development and learning expectations aligned with the *Head Start Child Development and Early Learning Framework* (U.S. Department of Health and Human Services, 2010), the *District of Columbia Early Learning Standards,* and the *Common Core State Standards for English Language Arts and Mathematics* (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010).

	Infants	Toddlers	Twos	Preschool	Pre-K Exit	K – 3 Exit
Approaches to Learning/ Logic and Reasoning	X with some standards emerging*	X	X	X	X	
Communication and Language	X	X	X	X	X	Common Core State Standards
Literacy	X with some standards emerging*	X with some standards emerging	X	X	X	Common Core State Standards
Mathematics	X with some standards emerging*	X with some emerging	X with some emerging	X with some emerging	X	Common Core State Standards
Scientific Inquiry					X	
Social Studies					X	
The Arts					X	
Social–Emotional Development	X with one standard emerging*	X	X	X	X	
Physical Development/ Health and Safety	X	X	X	X	X	

* Emerging is used to convey the idea that the child's skills in this area are just beginning to develop.

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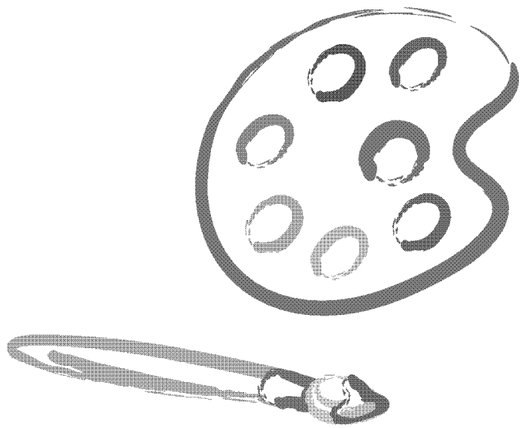

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The first iteration of the *DC Early Learning Standards for Pre-Kindergarten* began in 2006 and was the result of a yearlong process that involved the input of a broad cross-section of individuals in the District of Columbia. This collaborative effort was undertaken under the auspices of the federal Early Learning Opportunities Act Grant, Initiated and supported by the Department of Human Services, Early Care and Education Administration under the leadership of its Administrator, Barbara Ferguson Kamara, and convened by the Early Childhood Leadership Institute at the University of the District of Columbia through its Executive Director, Maurice Sykes. The Standards setting process was led by Diane Trister Dodge, President of Teaching Strategies, Inc. and a member of the Mayor's Advisory Committee on Early Childhood Development.

The following individuals served as members of the domain teams in the first round of the standards setting process. They served in this capacity as early childhood practitioners, child and family advocates, and concerned citizens dedicated to enhancing the quality of early childhood programs in the District of Columbia. Their views do not represent their organizational affiliation or endorsement of their organizations:

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Review of Approaches to Learning and Social/Emotional Standards
Barbara Bowman, Erikson Institute, Past President, NAEYC
Marilou Yson, National Association for the Education of Young Children

Review of Language & Literacy Standards
David Dickinson, Lynch School of Education, Boston College
Dorothy Strickland, National Institute for Early Education Research, Rutgers University

Review of Mathematics Standards
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Julie Sarama, The State University of New York at Buffalo

General Review
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Linda M. Espinosa, University of Missouri-Columbia
Edward Greene, EM Greene Associates
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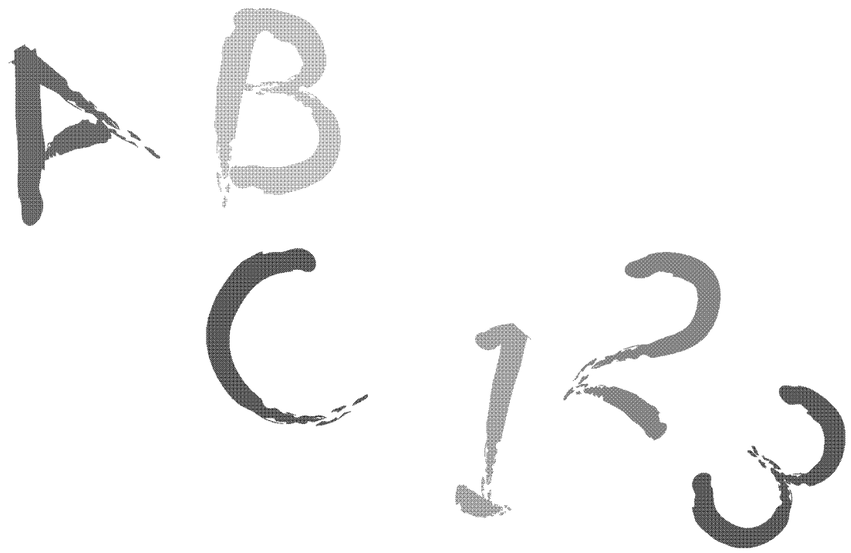
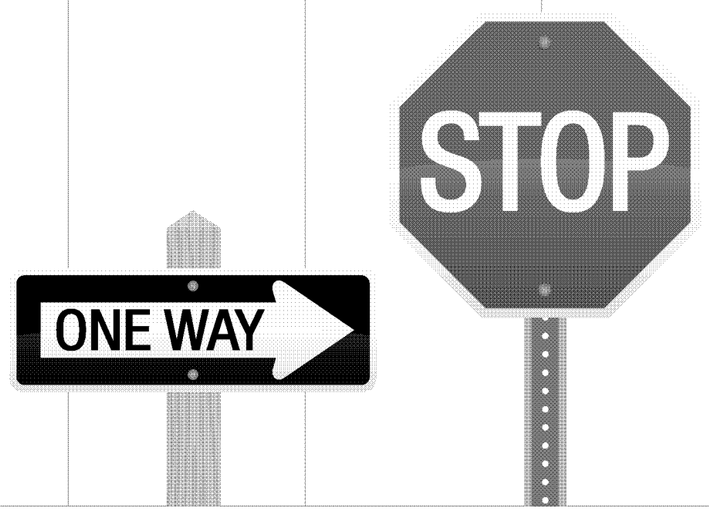
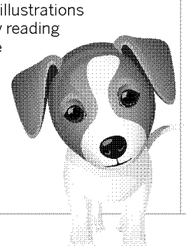


Approaches to Learning/ Logic and Reasoning	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
1. Attends and engages with curiosity	**1a.** Uses all senses to explore *Example:* Looks at a soft toy, grasps and shakes it to make it jingle, brings it to her mouth, and sucks on it. *Supportive Practice:* Provide safe spaces and materials for infants to explore.	**1a.** Manipulates objects; observes and explores surroundings by using all senses *Example:* Takes all the dolls out of the cradle and attempts to climb in. *Supportive Practice:* Encourage toddlers to notice what can be done with objects, "I wonder what will happen when I put the cup in the water?"	**1a.** Explores new places and materials; chooses a variety of tasks, especially those with adult support *Example:* Digs a hole in the sand, watches as the dry sand flows back into the hole, and asks the teacher to help fix it. *Supportive Practice:* Provide a variety of familiar and unfamiliar experiences and objects for children to explore.	**1a.** Chooses tasks of interest; responds to adult encouragement *Example:* Completes a new five-piece puzzle while a parent volunteer encourages his effort by saying, "You turned it, and now it fits." *Supportive Practice:* Rotate materials in the classroom. For example, in the discovery area, add magnets and a scale for children to weigh magnetic items.	**Approaches to Learning** **1a.** Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks *Example:* Asks questions about an upcoming trip to the library, including how the class will get there and whether he may check out books. *Supportive Practice:* Encourage children's interests by following children's leads as you choose study topics	
2. Shows persistence	**2a.** Attends to sights and sounds *Example:* Bangs a plastic bowl and spoon again and again. *Supportive Practice:* Arrange the environment and the daily schedule to encourage infants to explore objects and interact with people for as long as they are interested.	**2a.** Repeats actions with the goal of achieving a result *Example:* Puts small blocks in a bucket and dumps them out again and again. *Supportive Practice:* Provide materials that encourage children to practice new skills.	**2a.** Continues to work on a self-selected task, especially with adult support *Example:* Works with an adult to stack large cardboard blocks over and over until he can get them to stand as tall as he is. *Supportive Practice:* Provide challenging but achievable activities and tasks that help children build on existing skills.	**2a.** Continues an activity even when there are challenges; may stop and later return to a self-selected activity *Example:* Stops painting when the colors run together. Resumes painting after the teacher suggests waiting until parts of the painting are dry. *Supportive Practice:* Support children's attempts to complete tasks and activities that they might not be able to do alone by suggesting they ask a classmate for help.	**2a.** Perseveres to understand and accomplish a challenging, self-selected activity despite interruptions and distractions *Example:* Builds an elaborate structure out of a variety of materials, working on it for several days. *Supportive Practice:* Provide opportunities for children to engage in activities for extended periods of time and to return to their projects over the course of several days.	
3. Approaches tasks flexibly	**3a.** Emerging	**3a.** Notices how others approach a task and imitates their attempts *Example:* Watches the teacher play peek-a-boo with an infant and joins the game. *Supportive Practice:* Play different types of music and model a range of ways to move to the beat.	**3a.** Uses trial-and-error approaches; asks for help *Example:* Stands on a stool to reach a toy and asks for help when he still cannot reach it. *Supportive Practice:* Talk about alternative solutions for new challenges. For example, suggest, "We don't have any more dolls. Why don't you take care of the baby bunny?"	**3a.** Finds solutions without having to try every possibility; may change approach *Example:* Gets a wagon when he cannot carry three balls in his arms. *Supportive Practice:* Model problem solving. For example, when too many children want to be in the playhouse, put a sheet over a table and ask, "Who wants to play in the tent?"	**3a.** Uses multiple strategies to solve problems and complete tasks *Example:* Works with a group of classmates to build a model car from cardboard boxes. **3b.** Initiates cooperative activities with peers *Example:* Says to two other children, "Let's make a car out of this box." *Supportive Practice:* • Discuss the pros and cons of potential solutions, encouraging children to experiment with possibilities until they solve the problem. • Provide sufficient time for cooperative activities and encourage turn taking and sharing as part of cooperative interactions.	
4. Uses symbols and takes on pretend roles	**4a.** Emerging	**4a.** Observes other people's use of objects; imitates simple actions; uses realistic objects in pretend play *Example:* Pretends to fit toy keys into a cabinet door lock. *Supportive Practice:* Model a new use for a material, like moving a block across the floor and announcing, "Beep-beep! Here comes a car!"	**4a.** Uses props and imitates actions to re-enact familiar events *Example:* Pats a doll in the dramatic play area, tells it that it's time for "nigh, nigh" and puts it in the toy bed. *Supportive Practice:* Encourage children to talk about familiar things, like families, as they explore materials. For example, talk about the different sizes of plastic cows. Ask, "Which cow is the mother? How about the baby? Which is the biggest cow?"	**4a.** Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based *Example:* Tells two children, "I'm a dinosaur. You'd better run. I'm going to eat you!" *Supportive Practice:* Provide children with a range of open-ended materials for dramatic play. For example, they might make a sign that means "Doctor's Office" for the dramatic play area.	**Symbolic Thinking** **4a.** Uses objects, materials, actions, and images to represent other objects *Example:* Uses blocks and animal figurines to create a model zoo. **4b.** Plays with a few other children for periods of as long as 10 minutes, agreeing on scenarios and roles *Example:* Pretends to be a veterinarian, playing with stuffed animals, office props, and children who are "pet owners." *Supportive Practices:* • Provide materials for children to document their observations as they investigate pine cones during a study of trees. • Encourage children to explore various roles by offering props such as hard hats and child-sized shovels outside.	

Communication & Language	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
5. Demonstrates understanding of spoken language	**5a.** Appears interested in others' speech *Example:* Looks at people who are talking. *Supportive Practice:* Talk to children throughout the day, describing what they are doing and experiencing, e.g., "You're picking up green peas with your fingers."	**5a.** Responds to others' speech and gestures *Example:* Touches her shoe when she hears the word *shoe.* *Supportive Practice:* Name objects and actions, introducing new words, e.g., "Here's your dinosaur blanket with the soft ribbon fringe."	**5a.** Responds to simple statements, questions, and simple texts read aloud *Example:* Opens the flaps in the book *Where's Spot?* at the appropriate times. *Supportive Practice:* Read and reread books to enhance understanding and vocabulary. Comment on the pictures and story.	**5a.** Responds to more complex questions, statements, and texts read aloud that present new vocabulary and ideas *Example:* Follows directions to wash and dry hands after working with papier-mâché. *Supportive Practice:* Give directions with two or more steps.	**Comprehension and Collaboration** **5a.** Asks and answers questions in order to seek and offer help, get and offer information, or clarify something that is not understood *Example:* Asks the teacher whether they are having chicken for lunch, what kind, and whether he may have three pieces. **5b.** Demonstrates understanding of spoken language by responding appropriately. *Example:* Gets paper to make a sign after the teacher mentions that she might need to make one because children are running in the classroom. *Supportive Practices* • Encourage children to think of questions they want to ask a police officer when she comes to visit. • To help children understand what you're saying, clarify your message by demonstrating with concrete objects and movements, e.g., "Watch how I always keep this foot in front when I gallop."	**Comprehension and Collaboration** **SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
6. Uses language to express self	**6a.** Vocalizes and gestures in an effort to communicate *Example:* Squeals and leans toward trusted adult when he wants to be picked up. *Supportive Practice:* Respond to infants' babbling by talking to them.	**6a.** Uses language to express needs and refer to familiar people and objects *Example:* Says, "Baba me" when she sees her bottle. *Supportive Practice:* Ask simple questions and provide the answer if the toddler doesn't answer, e.g., "Is that a cat? Yes, that is a cat."	**6a.** Uses language to describe objects and people and to ask for help *Example:* Responds to an airplane flying overhead by saying, "Grandma go bye-bye." *Supportive Practice:* Build upon children's language, adding and reordering words as necessary to model complete sentences.	**6a.** Uses new vocabulary in everyday speech to meet own needs and to explain, describe, and manage social relationships *Example:* Says, "A caterpillar is in the cocoon." *Supportive Practice:* Encourage children to tell stories about everyday routines such as walking to school.	**Presentation of Knowledge and Ideas** **6a.** Describes familiar people, places, things, and events and, with prompting and support, provides additional detail *Example:* Tells about a trip to the grocery store, mentioning some items and, when asked, says that they came from the freezer. **6b.** Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood *Example:* During small- group time, clearly repeats the directions given for an activity because a classmate said she did not understand what to do. *Supportive Practices:* • While children are arriving in the morning, have them tell how they got to school. Ask questions to encourage them to give details about their journey (e.g., "Did you pass any stores? Did you see any stop signs? Did you go when the light turned green?") • Encourage children to think of another way to ask their questions if you cannot understand what they are asking. **Vocabulary Acquisition and Use** **6c.** With guidance and support, generates words that are similar in meaning (e.g., happy/glad, angry/mad) *Example:* Explains that his friend is taller because he is "bigger than me." **6d.** Applies words learned in classroom activities to real-life situations *Example:* While looking at a book about dinosaurs, says, "That's a carnivore. He's a meat eater." **6e.** Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children, and other activities *Example:* While playing outside, looks at a flag and tries to sing the national anthem. *Supportive Practices:* • Play word games, encouraging children to think of words that have the same meaning, e.g., "cooperate" and "work together." • Use new and interesting words that have meaning to children, e.g., the word *fair* when a child is being a good game leader. • Talk with children about interesting articles you read in the newspaper, e.g., about a new park that is opening close to the school.	**Presentation of Knowledge and Ideas** **SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail. **SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly. **Vocabulary Acquisition and Use** **L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.* • Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). • Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. **L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings. • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are colorful). • Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

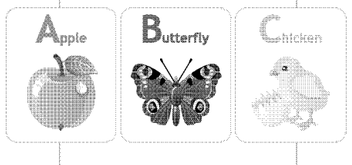


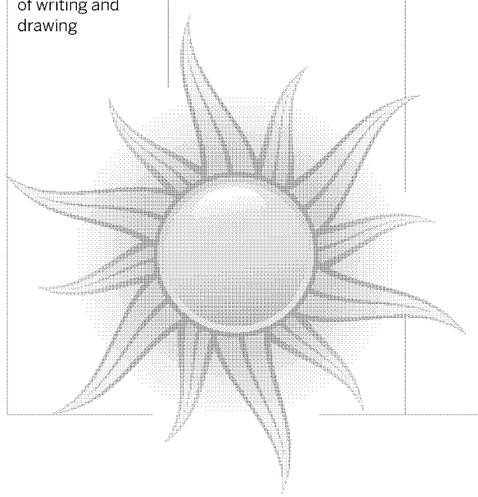
Communication & Language	**Infants**	**Toddlers**	**Twos**	**Preschool**	**Pre-K Exit Expectations**	**K Exit Expectations**
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
7. Uses conventional grammar and syntax	**7a.** Babbles and experiments with tone and pitch *Example:* Vocalizes, "Ba, ba, ba. BA, BA, BA." *Supportive Practice:* Sing descriptions of what you are doing, e.g., sing, "I'm going to change your diaper now."	**7a.** Uses one- and two-word sentences *Example:* Asks, "Mommy go?" when looking for her mother. *Supportive Practice:* Extend what a toddler says, modeling complete sentences, e.g., after child says, "doggy," say, "I hear the dog, too."	**7a.** Uses two- to four-word sentences with some word omissions and errors *Example:* Says, "More apple here," and points to his plate. *Supportive Practice:* When reading, emphasize grammatical concepts that children are figuring out, such as the formation of plurals (e.g., "This is a story about three *bears*. If it were only one, it would be about a *bear.*")	**7a.** Uses longer sentences with plurals, adjectives, adverbs, and negatives, but not always with correct grammar *Example:* While playing outside, says, "I'm first. You wait until I go'd!" *Supportive Practice:* Converse in complete, grammatically correct sentences, rather than correct a child's language directly. For examples, if a child says, "I teached her how," respond, "Oh, you taught her to pedal."	**Conventions of Standard English** **7a.** Speaks in complete sentences of 4–6 words, using past, present, and future tenses appropriately for frequently occurring verbs *Example:* Tells the class, "We went to the playground today." *Supportive Practices:* Model expanded language by adding a few words to children's short utterances. Ask questions to encourage children to express themselves more fully.	**Conventions of Standard English** **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Print many upper- and lowercase letters. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding */s/* or */es/* (e.g., *dog, dogs; wish, wishes*). • Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). • Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). • Produce and expand complete sentences in shared language activities. **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
8. Uses conventional conversational and other social communication skills	**8a.** Vocalizes or gestures in back and forth exchanges with others *Example:* Squeals each time an adult says, "Peek-a-boo," and covers the child's eyes. *Supportive Practice:* Talk with children during routines, e.g., explain, "I'm mashing this banana for you to eat."	**8a.** Exchanges single words, simple gestures, and facial expressions with others *Example:* Looks out the window and asks, "Out?" Teacher responds by saying, "No, it's raining." Child repeats, "No." *Supportive Practice:* Narrate what you are doing as you change a child's shirt, for example, "Put your left arm in. Where is your other arm?"	**8a.** Initiates and engages in short back-and-forth exchanges, responding to verbal and nonverbal cues *Example:* Child says, "Os," and holds up two pieces of cereal. After the teacher observes, "You picked up two pieces," the child says, "Two." *Supportive Practice:* Use complete sentences when talking with children.	**8a.** Initiates and engages in conversations of as many as three exchanges *Example:* Extends a conversation by adding ideas to what another child said about going to a store, saying, "I've been there," and later in the conversation saying, "I bought pants." *Supportive Practice:* Encourage children to converse with you, prompting them as necessary with related questions, e.g., "What is your favorite animal? Why is it your favorite? Have you seen a real one?"	**Comprehension and Collaboration** **8a.** Initiates and engages in conversations of at least three exchanges *Example:* Answers, "Red" when a classmate asks what his favorite color is and then asks, "What's yours?" When the classmate says, "Blue," responds, "I like blue, too. My mom's favorite is purple." *Supportive Practice:* Encourage children to talk with others, prompting them as necessary by asking questions such as these: What would you say? Do you like to do that? How would you do it?	**Comprehension and Collaboration** **SL.K.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges.

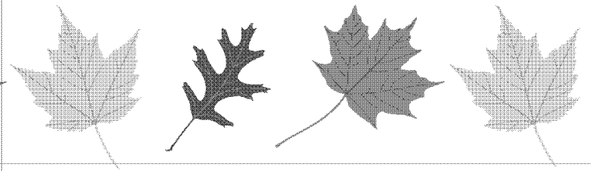
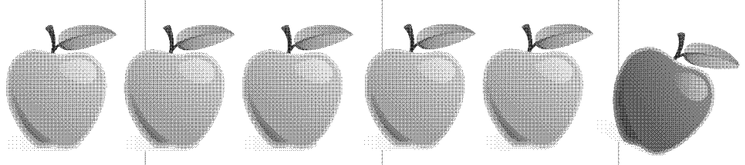
Literacy	**Infants**	**Toddlers**	**Twos**	**Preschool**	**Pre-K Exit Expectations**	**K Exit Expectations**
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
9. Demonstrates understanding of print concepts	**9a.** Shows an interest in print materials *Example:* Reaches for a magazine while sitting with an adult who is reading one. *Supportive Practice:* Provide a variety of sturdy cardboard and cloth books for infants to explore.	**9a.** Notices pictures of familiar objects in print materials *Example:* Points to a picture of a dog and says, "Dog." *Supportive Practice:* Encourage frequent lap-reading, showing and talking about illustrations and by reading simple texts aloud. 	**9a.** Recognizes familiar books and looks at pictures *Example:* Repeats the word "bus," as she looks on a shelf for her favorite book, *The Wheels on the Bus*. *Supportive Practice:* Talk about the signs, like "STOP" and the name of the grocery store, during a walk around the neighborhood.	**9a.** Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages *Example:* Looks at the pictures on each page while telling parts of the story of *The Big Bad Wolf*. *Supportive Practice:* Display children's drawings and writing with dictated captions that explain their meaning.	**Print Concepts** **9a.** With guidance and support, demonstrates a basic understanding of the organization and features of print *Example:* Asks his teacher to write his name with "big" and "little" letters, or in upper- and lowercase, like the label on his cubicle. **9b.** Recognizes that spoken language can be written and read, and that written language can be read and spoken *Example:* Works with the teacher to write directions for making play dough. **9c.** Recognizes and names 10 or more letters of the alphabet *Example:* Plays "I Spy" with classmates to find letters in different areas of the classroom. *Supportive Practices:* • Talk about where to begin reading and how to track text as it is read. • Explain how to listen to a recorded story while looking at the book. • Offer children opportunities to play games with letters, e.g., "fishing" for letters and matching the ones they "catch" with letters on an alphabet chart.	**Print Concepts** **RF.K.1.** Demonstrate understanding of the organization and basic features of print. • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet. **Fluency** **RF.K.4.** Read emergent-reader texts with purpose and understanding.

Literacy	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
10. Demonstrates comprehension of printed materials read aloud	**10a.** Emerging *Supportive Practice:* Read books with children and talk about the pictures.	**10a.** Emerging *Supportive Practice:* Read books with children and talk about the pictures.	**10a.** Pretends to read a book by naming pictured objects and characters, using the support of an adult who asks questions *Example:* Sits with adult and points to the drawing of a bird when the teacher asks, "Where's the bird?" *Supportive Practice:* Read books with children and talk about the pictures.	**10a.** Uses some words and/or concepts from the text to talk about a story, poem, or informational text read aloud. *Example*: After hearing the book *Old McDonald* read aloud, retells the story to a doll, using some of the teacher's gestures and animal sounds. *Supportive Practice:* Encourage children to talk about a book read earlier in the day as they are waiting for everyone to get their coats on.	**Literature and Informational Texts** **Key Ideas and Details** **10a.** With prompting and support, asks and answers questions about key details of a story, poem, or informational text read aloud *Example:* During choice time, sits with a few other children and uses a big book to "read" and talk about the story. **10b.** With prompting and support, retells a sequence of events from a familiar story read aloud or important facts from an informational text read aloud *Example:* With help from other children, retells a story at lunch that was read during morning meeting. **10c.** With prompting and support, identifies the characters and settings of a story read aloud *Example:* Uses puppets to act out a story that she heard read aloud, telling classmates about the three goats, a "bad guy," and a bridge that was in the story. *Supportive Practices:* • Provide a range of written materials that relate to topics of interest to the children, including brochures from local sites like museums, homemade books, and published books. • Encourage children to explain what happens as beans sprout and grow. • Provide opportunities to act out stories like *The Three Bears*. **Craft and Structure** **10d.** With prompting and support, asks and answers questions about unfamiliar words in a story, poem, or informational text read aloud *Example:* Asks teacher whether "pledge allegiance" means that the flag is pretty. **10e.** With prompting and support, names the author and illustrator of a familiar book and defines the role of each in telling the story *Example:* Brings *The Cat in the Hat* to the teacher and tells him the cat was bad and that a doctor, Seuss, wrote about it. **10f.** Recognizes familiar books by their covers *Example:* Piles several Eric Carle books and says, "These are my favorite." *Supportive Practices:* • Throughout the day, model the use of new words introduced earlier in the day. • When getting ready to read a new book to children, tell them the names of the author and illustrator. • Go on a "book hunt" in the classroom, asking children to find a book by the way you describe its cover **Integration of Knowledge and Ideas** **10g.** After hearing a story read aloud, looks at the illustrations and, with prompting and support, explains the part of the story that each illustration depicts *Example:* Hears a story about a museum, makes a book with a picture for each of her favorite parts of the story, and then talks about her book with a classmate. **10h.** After hearing an informational text read aloud, looks at illustrations and explains important ideas in the picture *Example:* Uses pictures to retell details from a book about animals that hibernate. *Supportive Practices:* • While reading with children, ask them questions about what they notice in the illustrations. As you read, also ask questions that support comprehension, e.g., "Why does…?" • Read a book about the seasons and ask children to sequence cards with pictures that show seasonal changes.	**Literature** **Key Ideas and Details** **RL.K.1.** With prompting and support, ask and answer questions about key details in a text. **RL.K.2.** With prompting and support, retell familiar stories, including key details. **RL.K.3.** With prompting and support, identify characters, settings, and major events in a story. **Informational Text** **Key Ideas and Details** **RI.K.1.** With prompting and support, ask and answer questions about key details in a text. **RI.K.2.** With prompting and support, identify the main topic and retell key details of a text. **RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **Literature** **Craft and Structure** **RL.K.4.** Ask and answer questions about unknown words in a text. **RL.K.5.** Recognize common types of texts (e.g., storybooks, poems). **RL.K.6.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **Informational Text** **Craft and Structure** **RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text. **RI.K.5.** Identify the front cover, back cover, and title page of a book. **RI.K.6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **Literature** **Integration of Knowledge and Ideas** **RL.K.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **RL.K.8.** (Not applicable to literature) **RL.K.9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **Informational Text** **Integration of Knowledge and Ideas** **RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **RI.K.8.** With prompting and support, identify the reasons an author gives to support points in a text. **RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **Range of Reading and Level of Text Complexity** **RL.K.10., RI.K.10.** Actively engage in group reading activities with purpose and understanding.

Literacy	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
11. Hears and discriminates the sounds of language	**11a.** Shows awareness of speech sounds and imitates them *Example:* Responds to hearing an adult say, "Mama," by smiling, kicking his feet, and repeating "Mamama." *Supportive Practice:* Play with language sounds, like changing *mamama* to *papapa* and then *lalalala.*	**11a.** Repeats words; joins in singing random words of simple songs *Example:* Says, "Horse," when her teachers points to a picture and prompts, "I see a horse." *Supportive Practice:* Sing songs and read books with simple rhymes and refrains.	**11a.** Joins in songs, rhymes, refrains, and word games with repeating language sounds *Example:* Says, "Baby bee," as the teacher sings, "I'm bringing home a baby bumble bee..." *Supportive Practice:* Read books with predictable rhymes.	**11a.** Plays with language, experimenting with beginning and ending sounds *Example:* While playing a memory game, laughs when she turns over a card with a pig and says, "Wig! No, pig!" *Supportive Practice:* Sing songs and recite rhymes with repeating initial and ending sounds, e.g., "Hickory, Dickory, Dock" and "Peter, Peter, Pumpkin Eater."	**Phonological Awareness/Phonics and Word Recognition** **11a.** Shows awareness of separate words in a sentence *Example:* During a musical game, stands when the word *stand* is sung and sits when the word *sit* is sung. **11b.** Decides whether two words rhyme *Example:* Plays a game with a classmate, saying rhyming words prompted by pictures on cards. **11c.** Identifies the initial sound of a spoken word and, with guidance and support, thinks of several other words that have the same initial sound *Example:* Looks through a book that has words with the same initial sound and says them out loud as the teacher did during a read-aloud session, e.g., "Brown Bear, Brown Bear." **11d.** Shows awareness of separate syllables in a word *Example:* Claps the syllables while saying his name. *Supportive Practices:* • Call attention to particular words in your morning message by highlighting them. • Read a short poem and ask the children whether they hear any rhyming words in it, like *night* and *light*. • Talk with children about how words can be broken into smaller parts. Use their names as examples, e.g., Sha·kir·a.	**Phonological Awareness** **RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **Phonics and Word Recognition** **RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound of many of the most frequent sounds for each consonant. • Associate the long and short sounds with common spellings (graphemes) for the five major vowels. • Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
12. Writes letters and words	**12a.** Emerging	**12a.** Makes marks or scribbles *Example:* Makes simple marks, often repeating arm movements (up and down, or around and around). *Supportive Practice:* Provide many opportunities for children to explore writing by making crayons and paper available regularly.	**12a.** Makes controlled linear scribbles *Example:* Repeats chalk marks on a large piece of paper. *Supportive Practice:* Informally model writing and drawing throughout the day.	**12a.** Uses letter-like forms, letter strings, some letter combinations that are words *Example:* Makes a "shopping list" by writing some letter-like forms *Supportive Practice:* Make sure that writing materials are available throughout the classroom.	**Production and Distribution of Writing** **12a.** With prompting and support, begins to invent spelling while writing to convey a message *Example:* Asks the teacher to help him write a letter to his grandma. *Supportive Practice:* Ask children to make signs for the classroom that will help parents coming for "Back-to-School Night" understand what they do at school.	**Production and Distribution of Writing** **W.K.4.** (Begins in grade 3) **W.K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
13. Understands the purpose of writing and drawing	**13a.** Emerging	**13a.** Emerging	**13a.** Makes marks and talks about them *Example:* Talks about his painting, e.g., saying, "I like cereal" as he makes a series of brown marks. *Supportive Practice:* Point to words in the environment, e.g., *EXIT*. Read the word aloud and explain what it means, e.g, "*Exit* means a way out."	**13a.** Dictates and draws to share or record information and tell stories *Example:* Repeats what a friend is saying about dry leaves while making simple marks on a pad of paper in the Discovery Area. *Supportive Practice:* Encourage children to dictate captions for drawings they contribute to a class book about leaves.	**Text Types and Purposes** **13a.** Dictates words or draws to express a preference or opinion about a topic *Example:* Asks a classroom volunteer to help her write a story about why her dad is the best dad. **13b.** Uses a combination of dictating and drawing to tell some information about a topic *Example:* Creates a book with words and pictures about a family celebration. **13c.** Uses a combination of dictation and drawing to tell a real or imagined story *Example:* Helps to tell the story of the class trip to the zoo as the teacher writes on chart paper. *Supportive Practices:* • Encourage children to make posters for the classroom about things that are important to them, e.g., having peaches more often at snack time and why dogs and cats are good pets. • Engage children in pretending to be news reporters as they write about a recent storm. • As a small-group activity, have children write and illustrate books about their families.	**Text Types and Purposes** **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). **W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **Research to Build and Present Knowledge** **W.K.7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



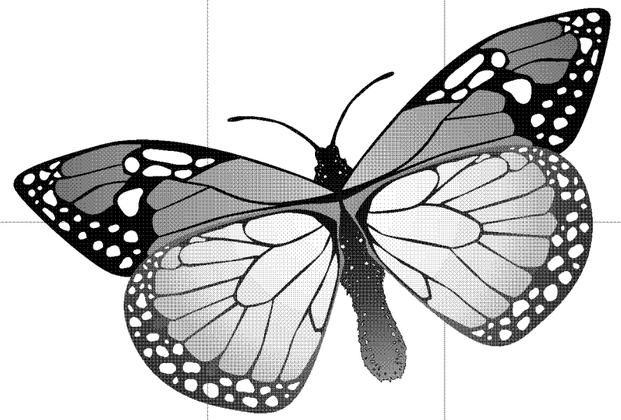


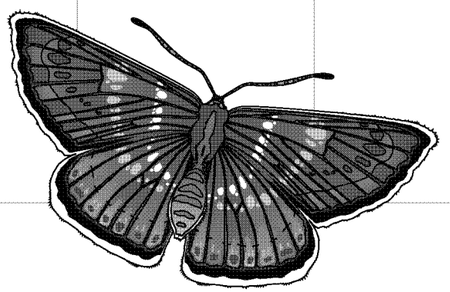
Mathematics	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
14. Matches, groups, and classifies objects	**14a.** Emerging **Patterns** **14b.** Emerging	**14a.** Begins to match one object with a similar object *Example:* Puts his shoe next to another child's shoe. *Supportive Practice:* Describe objects by characteristics such as size and shape (e.g., "It's a blue scarf" or "Here comes the round ball"). **Patterns** **14b.** Emerging	**14a.** Matches one object with a group of similar objects *Example:* Places all of the toy cars in a basket. *Supportive Practice:* Talk about leaves that have the same shape and different shapes. **Patterns** **14b.** Emerging	**14a.** Groups objects on the basis of a single characteristic, e.g. color, size, or shape *Example:* Groups all of the red beads together, then the blue, yellow, and the green beads in separate piles. *Supportive Practice:* Encourage children to talk about the characteristics of toys and materials, such as rectangular and round items. **Patterns** **14b.** Copies simple patterns *Example:* Strings beads in a yellow, pink; yellow, pink; etc. pattern after looking at another child's necklace. *Supportive Practice:* Provide patterning materials and call attention to patterns in the environment.	**Classification** **14a.** Groups objects according to a common characteristic, regroups them according to a different characteristic, and explains the grouping rules *Example*: Helps the teacher sort and organize materials in an interest area so that items that are used together are stored together. *Supportive Practice:* Engage children in sorting collections by using different rules that you make up together (e.g., "Put only red bears in this basket and blue bears in the other.") **Patterns** **14b.** Creates and extends simple repeating patterns *Example:* Identifies the pattern (e.g., car, truck; car, truck; etc.) that a classmate is making with materials in the block area. *Supportive Practice:* Make a simple repeating pattern with leaves that children find on a walk, stopping to ask "Which comes next: a maple leaf or an oak leaf?" 	**Classify objects and count the number of objects in each category.** **K.MD.3.** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. 
15. Demonstrates knowledge of number and counting	**15a.** Emerging	**15a.** Shows awareness of the concepts of *one, two,* and *more;* recites numbers in random order *Example:* After the teacher says, "Take two crackers" she takes two, looks at the teacher, and asks, "More?" *Supportive Practice:* Use number words during routine interactions, for example, "Would you like one more cracker so you will have two crackers?"	**15a.** Begins to rote count to 10 but may not be accurate consistently *Example:* Lines up plates and quickly counts, "One, two, three, four, six," while pointing at them randomly. *Supportive Practice:* Make counting interesting. For example, ask whether there are enough apples for everyone. With the children, count the apples, count the children, and compare the quantities.	**15a.** Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity *Example:* Tells five children that they may each have one doll, counts five dolls, and then gives one to each child. *Supportive Practice:* Encourage children to count as a way to get information to solve problems. For example, ask a child how many cups she should put on the table if there are five children and each child needs one cup.	**Knows number names and the count sequence** **15a.** Counts to 20 by ones *Example:* Asks to sing "A Lot of Monkeys Jumping on the Bed." When the teacher asks, "How many is a lot?" the child says, "Twenty," and starts to count. **15b.** Tells what number comes next in the counting sequence when given a number between 1 and 9 *Example:* Answers, "Four," when given the clue "the next number after three" during the game "I'm Thinking of a Number." **15c.** Recognizes and names the written numerals *1–10* *Example:* Uses paper and pencil in the dramatic play area to create a menu with a picture and price for each item. *Supportive Practices:* • Provide opportunities for children to count throughout the day. For example, ask how many steps are on the ladder to the slide. • Give children the opportunity to say the next number when counting things like plates. • Create a display that shows groups of 1–10 items. Label each quantity (group) with a corresponding numeral card. **Counts to tell the number of objects** **15d.** Counts 10–20 objects accurately, using one number name for each object *Example:* Counts the children who want to plant seeds and takes that many cups from a box. **15e.** Understands that the last number named tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted *Example:* Plays a "magic game" where she rearranges cups in the dramatic play area, covers them with a scarf, uncovers them, and recounts them. **15f.** Counts to answer "How many?" questions about 10–20 objects *Example:* Asks the teacher how many Canada geese are flying overhead but starts to count the birds before she answers **15g.** Correctly associates a numeral with a group of as many as 10 counted objects *Example:* Matches numeral cards with cards on which different quantities of animals are pictured. *Supportive Practices:* • Model counting whenever possible, reminding children that they should assign one number to each item that they are counting. For example, count the number of jackets hanging in cubbies, touching each one as they count. • Play games with children where they count and recount the same set of people who change position each time they are to be counted again (e.g., they sit, stand, and change places with each other). • Ask children "How many?" questions throughout the day. For example, at snack, ask them to count the napkins on the table, etc. • Play "I Spy," using numbers, e.g., "In the corner of the room, I spy three..."	**Know number names and the count sequence.** **K.CC.1.** Count to 100 by ones and by tens. **K.CC.2.** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **K.CC.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **Count to tell the number of objects.** **K.CC.4.** Understand the relationship between numbers and quantities; connect counting to cardinality. • When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. • Understand that each successive number name refers to a quantity that is one larger. **K.CC.5.** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **Work with numbers 11-19 to gain foundations for place value.** **K.NBT.1.** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
						

Mathematics	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
continued **15.** Demonstrates knowledge of number and counting					**Compares numbers** **15h.** Uses matching and counting strategies and comparative language to identify whether the number of objects in one group (as many as 10 objects) is greater than, less than, or equal to the number of objects in another group (as many as 10 objects) *Example:* Serves two dolls the same number of play dough "raisins." *Supportive Practices:* • Encourage children to compare quantities of objects throughout the day. For example, ask which basket has more toys, which box has fewer crayons, etc. **Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from** **15i.** Uses concrete objects to solve real-world addition (putting together) and subtraction (taking away) problems with 6–10 objects *Example:* Gives her friend two more puzzle pieces so they will have the same number in their stacks *Supportive Practices:* • Offer games with materials, like pebbles, during which children make groups that are the same, smaller, and larger. Talk about what happens when they add an item or take one away.	**Compare numbers.** **K.CC.6.** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] **K.CC.7.** Compare two numbers between 1 and 10 presented as written numerals. **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** **K.OA.1.** Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. **K.OA.2.** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. **K.OA.3.** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **K.OA.4.** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **K.OA.5.** Fluently add and subtract within 5.
16. Demonstrates knowledge of volume, height, weight, and length	**16a.** Emerging	**16a.** Explores objects of different shapes and sizes *Example:* Pours water from a large pitcher into a small cup at the water table, watching the water overflow. *Supportive Practice:* Provide a wide range of opportunities for toddlers to explore different three-dimensional objects, like nesting boxes.	**16a.** Makes simple comparisons, noticing similarities and differences between objects *Example:* Puts three plastic cows in order from biggest to smallest, saying "Daddy, mommy, baby," as he does so. *Supportive Practice:* Encourage children to focus on physical attributes of objects. For example, point out how tall things are, how wide, how long, etc.	**16a.** Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length *Example:* Gets a block and begins to count the number of times it fits end-to-end across a table. When she gets to the end she says, "It's eight blocks!" *Supportive Practice:* Provide children with tools for determining length and weight, such as rulers, measuring tapes, bathroom scales, etc.	**Describes and compares measurable attributes** **16a.** Describes everyday objects in terms of measurable attributes, such as length, height, weight, or volume (capacity), using appropriate basic vocabulary (e.g., *short, long, tall, heavy, light, big, small, wide, narrow)* *Example:* Describes shells in terms of *big/little, light/dark, long/short*, etc. **16b.** Knows and correctly uses a few ordinal numbers *Example:* Challenges a classmate to race to a tree, shouting, "I'll be first!" **16c.** Knows the usual sequence of basic daily events *Example:* Tells the substitute teacher that it isn't time to go to the library because they haven't had their snack yet. *Supportive Practices:* • Engage children in discussions about materials in and out of the classroom. Use measurement terms (e.g., heavy/light, long/short, etc.). • Use ordinal terms, such as *first*, *second*, and *third*, when appropriate. Explain the order that each term identifies. For example, explain, "You were the third person to sit down for circle." "One, two, three. First, second, third." • Talk about the daily schedule throughout the day, reviewing what has already happened and what will happen next. Use a picture and a word chart.	**Describe and compare measurable attributes.** **K.MD.1.** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **K.MD.2.** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
17. Identifies and labels shapes	**17a.** Emerging	**17a.** Explores objects of different shapes *Example:* Attempts to put pieces into a shape sorter. *Supportive Practice:* Provide shape sorters and building toys.	**17a.** Matches one shape with the same shape *Example:* Cuts out play dough disks and says, "My cookies." *Supportive Practice:* Provide shape cutters for play dough.	**17a.** Names a few basic two-dimensional shapes *Example:* Rolls a ball along a shelf, singing "The Wheels on the Bus are a circle!" *Supportive Practice:* Play games with shapes. For example, while on the playground, ask children to find as many round objects, like balls, as they can.	**Identifies and describes shapes and the relative position of objects** **17a.** Correctly names basic two-dimensional shapes (squares, circles, triangles, rectangles), regardless of their orientations or size *Example:* Looks around the classroom and points out that there are a lot of circles and squares because of the tabletops. **17b.** Describes basic two- and three-dimensional shapes *Example:* Explains, "It has three sides and three points. It's a triangle." **17c.** Builds objects of basic shapes (ball/sphere, square box/cube, tube/cylinder) by using various materials such as craft sticks, blocks, pipe cleaners, clay, and so on *Example:* Makes balls with play dough and calls them marbles. *Supportive Practices:* • Name shapes as you play shape-matching games, such as matching a triangle with a triangle. • Have children name the shape you draw in the air with your finger, giving hints like "Round and round..." • Provide sufficient materials for children to create different shapes by placing three-dimensional models in the art area.	**Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres).** **K.G.1.** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.* **K.G.2.** Correctly name shapes regardless of their orientations or overall size. **K.G.3.** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **Analyze, compare, create, and compose shapes.** **K.G.4.** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **K.G.5.** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **K.G.6.** Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

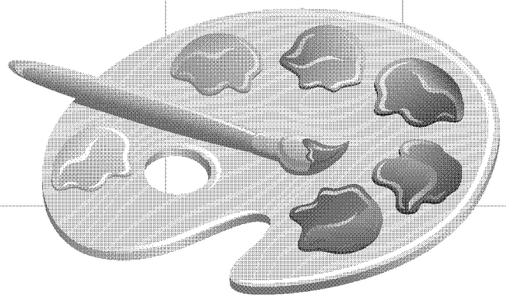
18. Demonstrates understanding of positional words	**18a.** Emerging	**18a.** Follows directions that include gestures to place objects *in, on, under, up,* or *down* *Example:* Moves body up and down while the teacher sings, "The children on the bus go up and down." *Supportive Practice:* Engage children in movement activities that involve words like *up* and *down, in* and *out*.	**18a.** Follows verbal directions to place or find objects *in, on, under, up*, or *down* *Example:* Looks under the couch when the teacher tells him the ball rolled under it. *Supportive Practice:* Introduce simple games with materials like a toy garage, where children place small cars in, on, up, or under parts of the garage.	**18a.** Follows directions to place objects or body *beside, between*, or *next to* *Example:* When asked, sits next to a particular classmate during circle time. *Supportive Practice:* Plan activities that require children to follow simple directions, e.g., "Give the ball to the person next to you."	**18a.** Identifies the relative position of objects, using appropriate terms such as *above, below, in front of, behind, over, under* *Example:* While playing with a toy garage, puts the cars in different places and says things like, "Park this one is next to that one. Move it over." *Supportive Practice:* Play "Simon Says." Give directions (e.g., "Put your hand on your head") so that children hear and use terms that indicate relative positions.	**K.G.1.** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind*, and *next to*.
Scientific Inquiry	**Infants**	**Toddlers**	**Twos**	**Preschool**	**Pre-K Exit Expectations**	**K Exit Expectations**
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
19. Observes and describes the characteristics of living things					**Life Science** **19a.** Demonstrates knowledge of the characteristics of living things *Example:* Comments upon basic needs and simple life cycles of living things, e.g., "Our fish got bigger because we fed it." **19b.** Demonstrates understanding that living things change *Example:* Says, "When I was a baby I couldn't even walk. Now I can run." *Supportive Practices:* • Read stories about living things and their needs. Have children help care for living things in the classroom. • Plant seeds, care for the plants, and discuss changes in the plants over time. Talk about how children's bodies and skills change over time.	
20. Observes and describes the properties of physical objects					**Physical Science** **20a.** Identifies the physical properties of objects *Example:* Watches a wooden block floating in the water table and makes it sink by putting other items on top of it. **20b.** Explores motion *Example:* Watches a ball rolling across the linoleum floor and notices that is slows down as it rolls across the carpet. **20c.** Explores physical change of materials *Example:* Fills a bucket with snow and asks whether she may bring it inside to see how fast it melts. *Supportive Practices:* • Engage children in experiments with common materials such as sand and water. • Plan a study of balls that involves a range of items that roll and that do not roll. • Prompt children to explore physical change, e.g., to observe how leaves get brittle over time.	

Scientific Inquiry	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
21. Observes and describes characteristics of Earth and space					**Earth Science** **21a.** Identifies and describes basic landforms *Example:* Says, "We looked for fossils at the bottom of the cliff!" **21b.** Describes basic weather phenomena *Example:* Says, "It's going to rain. The clouds are dark." **21c.** Identifies the sun, moon, and stars *Example:* Points at the sky and exclaims, " I see the moon! The sun's out, but I still see it!" **21d.** Distinguishes various types of surface materials (soil, sand, and rocks) *Example:* Explains, "We take the rocks out of our garden before we plant tomatoes." **21e.** Explores the relationships between people and their environments *Example:* Looks at a book about Alaska and says that the people there wear coats, hats, and gloves because it's cold. *Supportive Practices:* • Take children on field trips where they can see rivers, hills, and streams and to museums where they can see models of landforms. • Guide children's attempts to identify, describe, and record changes in the weather. • Read simple books that explain Earth's rotation, day, and night. • Provide materials for children to explore properties of Earth found in their immediate environment, e.g., encourage children to handle soil and sand when they are wet and dry. • Read books about people who live in different areas of the country. Talk about how climate affects the way people dress and how natural resources affect jobs, transportation, and recreation.	
22. Demonstrates scientific thinking					**Inquiry and Design Practices** **22a.** Observes, explores, and manipulates materials and objects *Example:* Uses a yard stick to measure the length of a block roadway for toy cars. **22b.** Makes predictions and tests ideas *Example:* Says, "Three," when asked, "How many cups of and will you need to fill that bucket?" Then counts the cups as she dumps them in the bucket. **22c.** Communicates with others about discoveries *Example:* Points out a squirrel nest in a tree near the classroom window. **22d.** Represents scientific thinking and knowledge by drawing, dramatizing, and making models *Example:* Acts out what scientists were doing with equipment in the panda bear exhibit at the zoo. *Supportive Practices:* • Encourage children to record observations, e.g., by drawing a caterpillar seen in the class garden. • Provide opportunities for children to make predictions throughout the day. For example, as they are arriving in the morning and moving their names to the "At School" column, ask how many children are at school and how many more will come. Then count the names together after everyone has arrived for the day. • Engage children in recording daily discoveries, e.g., how many children wore boots and how many wore shoes to school. • Provide a variety of materials and encourage children to create models of things that interest them, such as bugs that fly and bugs that crawl.	

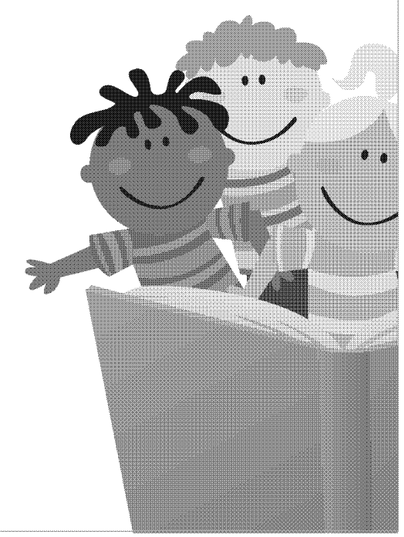


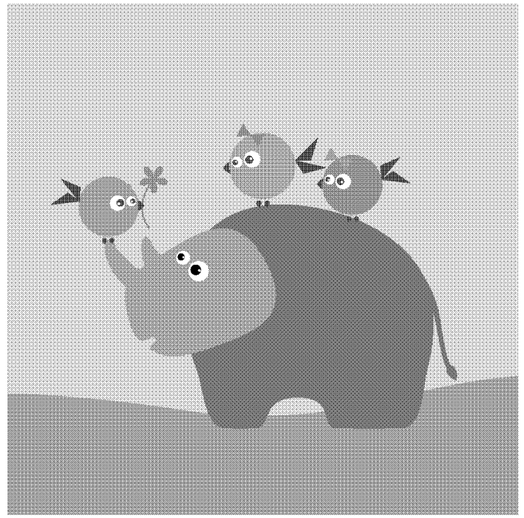


Social Studies	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
23. Demonstrates understanding of people and how they live					**Knowledge of Human Characteristics** **23a.** Demonstrates understanding that he or she is part of a family *Example:* Brings a small photo album from home and talks about pictures of family members, including siblings, parents, aunts, uncles, grandparents, and cousins. **23b.** Identifies some similarities and differences in physical and personal characteristics *Example:* Draws a family portrait and comments that her dad is taller than her mom. *Supportive Practices:* • Help children understand the relationships among different family members. • Provide opportunities for children to share information about family members, highlighting characteristics such as male/female, old/young, people who work inside the home/outside the home, etc. **Knowledge of Life in a Community** **23c.** Demonstrates understanding that people have different kinds of jobs *Example:* Identifies some types of jobs and the tools people use to perform them. For example, explains that a dentist uses tools to clean and repair teeth and that a mechanic uses other tools to fix cars. **23d.** Identifies various means of transportation *Example:* Talks about different buses in his neighborhood, explaining that anyone may ride a city bus but only school children may ride the school bus. **23e.** Participates in the creation of a classroom community *Example:* Checks the classroom job board to see whether it is his turn to set the table for lunch. *Supportive Practices:* • Make a poster about people in the community and the jobs they perform. • Create a graph of different types of transportation children have used, e.g., car, bus, subway, train, boat, plane. • Ask children about favorite foods and talk about why particular foods are good for their bodies. • Work with children to create a set of classroom rules that will help them work together. **Change Related to Familiar People and Places** **23f.** Demonstrates understanding that people and places change over time *Example:* After a trip to the Museum of American History, contributes a drawing for a class book about horses and buggies, model-T cars, and modern cars. **23g.** Use words to describe time *Example:* Explains that her grandmother was a child "a long time ago." **23h.** Describes the basic features and relative locations of familiar places in the community *Example:* Says that he lives near the school playground but that he and his mom have to go far to get to the supermarket. *Supportive Practices:* • Discuss books that have photographs of city neighborhoods long ago and now. Ask the children questions about what remains the same and what is different. • Encourage children to tell stories about different times in their lives, such as when they were babies. As you talk with children, use the terms *then* and *now.* • Support children's interest in making maps of the school.	

The Arts	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
24. Engages in music, movement, and drama activities					**Music, Movement, and Drama Concepts and Expression** **24a.** Participates in music, movement, and drama activities, responding to different forms of music, movement, and imaginary characters and scenarios *Example:* Makes up a silly rhyme and dances while singing it repeatedly. **24b.** Uses instruments and voice to accompany or create music and drama *Example:* Sings and acts out a tooth brushing song while waiting for a turn at the sink. **24c.** Expresses ideas, feelings, and experiences through music, movement, and drama *Example:* Asks the teacher to watch a play about birthdays that she and her classmates made up. *Supportive Practices:* • Offer opportunities for children to listen to a various types of music as a group and independently. • Provide purchased and homemade instruments for use each day. • Take children to see different types of dance, music, and theatrical performances in the community.	
25 Explores the visual arts					**Concepts and Expression in the Visual Arts** **25a.** Participates in art activities, responding to different visual art forms *Example:* Makes a large three-dimensional sculpture after visiting an art gallery. **25b.** Uses a variety of materials to create products *Example:* Adds glitter to a paper and felt collage. **25c.** Expresses experiences, ideas, and feelings through visual arts *Example:* Works with a small group to paint a mural about happy experiences. *Supportive Practices:* • Encourage children to look at book illustrations, watch video clips on the computer, and use photos to inspire their art work. • Rotate materials in the art area so children will have a variety of items to explore. • Invite children to create paintings, drawings, and sculptures related to study investigations.	

Social–Emotional Development	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
26. Expresses a variety of feelings and learns to manage them	**26a.** Expresses feelings through facial expressions, body movements, crying, and vocalizing, often depending on adults for emotional comfort *Example:* Begins to cry when a visitor picks her up but stops when she hears her mother's voice. *Supportive Practice:* Label feelings, e.g., by commenting, "You're waving your arms. You must be glad to see me!"	**26a.** Expresses a range of feelings; uses other people's expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies *Example:* Starts to cry after taking another child's toy because she sees her caregiver frown. *Supportive Practice:* Suggest that children get their personal comfort items at nap time.	**26a.** Recognizes and labels own feelings with adult support; uses some self-comfort strategies; accepts adult suggestions for managing feelings by self *Example:* Claps when the teachers says, "You did it!" after the child used the toilet successfully. *Supportive Practice:* Use words to describe your own feelings and actions, for example, "I'm frustrated, too, but we still need to clean up the toys that you threw."	**26a.** Uses strategies learned from adults to manage feelings; begins to label feelings *Example:* Calms himself by walking away from the sand and water area after being told that the area is full. Later returns and explains, "I was mad because it was my turn." *Supportive Practice:* Talk with children about what to do when they want to enter a group or play with a toy being used by another child.	**Emotions and Behaviors** **26a.** Uses socially acceptable ways of expressing thoughts and emotions *Example:* Says, "I'm using that shovel. Please get another one." **26b.** Demonstrates confidence in meeting own needs *Example:* Gets a paper towel to clean up spilled milk. *Supportive Practice:* Guide group discussions about problem solving and conflict management.	
27. Recognizes the feelings and rights of others, and responds appropriately	**27a.** Reacts to others' expressions of feelings *Example:* Looks at her caregiver and laughs when the caregiver sings a silly song while waving a fresh diaper in the air. *Supportive Practice:* Label the child's emotions, e.g., "Your smile tells me that you're happy."	**27a.** Acts in response to others' demonstration of feelings, often with support of trusted adult *Example:* Pats another child when the teacher says, "Look how sad she is. Give her a hug." *Supportive Practice:* Call attention to children's demonstration of feelings and ways to respond.	**27a.** Reacts constructively in response to other's demonstration of feelings *Example:* Gets another child his favorite car when he looks unhappy after his father leaves. *Supportive Practice:* Model empathy, e.g., explain, "I'm sorry his juice spilled. I'm going to get him some more so he will have some."	**27a.** Responds positively to others' demonstration of feelings *Example:* Helps a frustrated child open his milk carton and tells the child, "I can do it. You'll learn how, too." *Supportive Practice:* Read books about challenging situations, like *Alexander and the Terrible, Horrible, No Good, Very Bad Day;* talk about the characters' feelings.	**27a.** Recognizes and labels the basic feelings of others *Example:* Says that a classmate is sad when the classmate begins to cry. *Supportive Practice:* Discusses a variety of feelings and how people express them; read stories about feelings and how people respond to each other.	
28. Manages own behavior	**28a.** Responds to changes in the immediate environment or adults' voices and actions *Example:* Cries when an adult she doesn't know holds her but stops crying when he puts her down. *Supportive Practice:* Respond immediately to infants when they cry.	**28a.** Seeks out special person or object to help manage behavior; wants to do things for self *Example:* Gets his blanket from his cubby when his mother leaves. *Supportive Practice:* Allow time for toddlers to transition between activities, such as from hand washing to eating, to limit their feeling rushed.	**28a.** Follows routines with consistent support from adults; accepts redirection; tries to meet own needs *Example:* Sits for snack time but then begins to walk around with her food until the teacher reminds her to sit until she is finished eating. *Supportive Practice:* Provide a warning before changing activities, such as telling children that they will go inside after they ride the bikes around the track one more time.	**28a.** Follows classroom rules and routines (including new ones) with occasional reminders *Example:* Waits at the top of the slide for another child to finish before sliding himself. *Supportive Practice:* Create a simple set of classroom rules with the children. Discuss and apply them consistently.	**28a.** Follows limits and expectations *Example:* With a reminder, waits for instructions before beginning an activity. *Supportive Practice:* Talk with children about daily plans, including changes in routines (e.g., not going outside when it is raining hard).	



Social–Emotional Development	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
29. Develops positive relationships with adults	**29a.** Recognizes, reacts positively to, and seeks to remain with familiar adults *Example:* Squeals and crawls to her father when he arrives. *Supportive Practice:* Hold infants, talk with them, and acknowledge their individual responses.	**29a.** Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base *Example:* Plays calmly when his primary care teacher is in the classroom but stops, begins to cry, and goes to the door when she leaves the room *Supportive Practice:* Respond to toddlers' need for attention by smiling, laughing and talking with them.	**29a.** Is comfortable in a range of settings; relies on familiar adults for assurance when necessary *Example:* Relaxes on her cot at nap time when teacher says, "Daddy will be here after your nap." *Supportive Practice:* Encourage family members to establish positive good-bye routines with their children (e.g., have the child wave good-bye from the window each day).	**29a.** Engages with trusted adults for information and socializing; manages separations *Example:* Tells his teacher that he got new shoes and, when asked why he likes them, explains, "They light up!" *Supportive Practice:* Engage in conversations with children throughout the day.	**Positive Relationships** **29a.** Engages in positive interactions with adults to share ideas and plan activities *Example:* Asks the teacher whether she rides to school as he does. *Supportive Practice:* Have conversations with children about their everyday lives.	
30. Engages and plays with peers	**30a.** Watches and attempts to engage other children socially *Example:* Rolls over, moving closer to his sister, and squeals until she looks at him and laughs. *Supportive Practice:* Place infants near one another so they can watch and interact with one another as you talk to them.	**30a.** Plays near another child, briefly engaging socially *Example:* Leans over, pats a stuffed cat that a child is holding, and then returns to playing with her truck. *Supportive Practice:* Provide duplicates of books and toys.	**30a.** Interacts with children who are engaged with similar materials and activities *Example:* Scoops sand into a bucket that another child is filling. *Supportive Practice:* Suggest that pairs or small groups of children use a material, like play dough, together.	**30a.** Uses successful strategies to initiate or join an activity with several children *Example:* Asks three children, "Want to run with me?" *Supportive Practice:* Help children who do not have the experience or language for joining other children's play by suggesting appropriate strategies or language.	**30a.** Sustains play with a few other children *Example:* Assigns different roles to children in the dramatic play area, saying, "You're the mother, you're the father, and you're the sister." *Supportive Practice:* Encourage children to build a block city together.	
31. Resolves conflicts with others	**31a.** Emerging	**31a.** Reacts by expressing feelings about situations where there is conflict *Example:* Yells loudly and throws a toy when told that he needs to stop playing because it is nap time. *Supportive Practice:* Label the child's feelings and reassure him that he may play again after his nap.	**31a.** Seeks adults' help to solve social problems *Example:* Cries out, "Teacher, he took my apple!" and waits for her to get it back. *Supportive Practice:* Offer your support, e.g., "I see you want the doll. Let's get another one so each of you has a doll."	**31a.** Asks adults for help and sometimes suggests ways to solve social problems *Example:* Tells another child to wait for her turn on the slide. *Supportive Practice:* Refer to classroom rules to help children resolve their problems. For example, review the rule "Walk in the classroom" when a child bumps another child while running inside.	**31a.** Suggests ways to resolve social conflicts *Example:* Tells an angry classmate to "use words" instead of hitting when she wants something. *Supportive Practice:* Teach the steps of social problem solving before conflicts arise and help children follow the steps when one does arise.	

Physical Development/ Health and Safety	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
32. Demonstrates strength and coordination of large muscles	**32a.** Uses arms, legs, and whole body to move *Example:* Rolls, sits, crawls, cruises, and then takes steps *Supportive Practice:* Give infants time to explore a safe environment in which they can roll, pull up, and learn to walk.	**32a.** Moves in a variety of ways and directions *Example:* Toddles without support; attempts to jump; carries a large ball while walking *Supportive Practice:* Play music that encourages toddlers to move their bodies in a variety of ways.	**32a.** Attempts new large-muscle activities that require coordination and balance *Example:* Runs, marches, throws, catches, and kicks balls with little control of the direction or speed of the balls *Supportive Practice:* Take children outside or to a large indoor space that encourages safe, active play.	**32a.** Engages in complex large- muscle activities that involve flexibility, control, and a full range of motion. *Example:* Rides a tricycle; attempts to gallop; walks up and down steps with alternating feet; kicks and throws ball toward a person or place *Supportive Practice:* Use a variety of equipment that promotes children's coordination of upper and lower body movements.	**Large-Muscle Strength and Coordination** **32a.** Demonstrates locomotor skills by running smoothly *Example:* Races back and forth between two playground cones. **32b.** Demonstrates balancing skills by hopping and jumping in place *Example:* Jumps up and down in place when the teacher asks, "Who would like to set the table?" **32c.** Demonstrates ball-handling skills, using a full range of motion *Example:* Tosses balls into a large storage tub, using both over- and underhand movements. *Supportive Practices:* • Play games that involve running, e.g., "Duck, Duck, Goose." • Ask children to think of ways to move from one place to another, e.g., hopping like a bunny or lumbering like an elephant. • Offer children a range of opportunities to practice throwing, for example, as a part of a beanbag game in the classroom and a ball game outside.	
33. Demonstrates strength and coordination of small muscles	**33a.** Uses whole hand and fingers (all together, raking, and then using thumb and index finger) to touch, hold, and pick up objects *Example:* Holds a bottle with two hands; picks up cereal; empties objects from a container. *Supportive Practice:* Put safe objects within infants' reach and encourage them to grasp them.	**33a.** Attempts activities that require two hands; uses fingers and whole-arm movements to place and release objects *Example:* Scribbles with large crayons; turns pages of book (often more than one at a time); begins to use a spoon and fork *Supportive Practice:* Encourage children to pick up objects, such as differently sized balls, and put them into a basket.	**33a.** Engages in activities that require eye–hand coordination; uses wrist and finger movements to manipulate objects *Example:* Pours liquids from pitcher to cup; works simple puzzles; strings large beads *Supportive Practice:* Provide materials to stack, e.g., blocks of different sizes and shapes.	**33a.** Uses finger and hand movements to work with small objects and accomplish tasks *Example:* Copies shapes; cuts with scissors; fastens large buttons; writes some letter- or numeral-like forms; uses a stapler and tape *Supportive Practice:* Offer a range of art materials that promote precise movements, such as thin markers with narrow tops.	**Small-Muscle Strength and Coordination** **33a.** Uses precise hand, finger, and wrist movements to grasp, release, and manipulate small objects *Example:* Plays with dramatic play furniture and props, using a range of fine-motor movements to open the latch on a cabinet, button a doll's shirt, and place small dishes on a table. **33b.** Uses writing and drawing tools to perform particular tasks *Example:* Uses a variety of materials, such as colored pencils, pens, and thin markers, to make a thank-you card. *Supportive Practices:* • Encourage children to use cooking tools, serving utensils, and personal utensils during cooking activities, snacks, and meals. • Place writing materials in all interest areas and encourage children to use them throughout the day.	
34. Demonstrates behaviors that promote health and safety	**34a.** Emerging **34b.** Begins to participate in meeting own needs *Example:* Opens mouth when food is offered. **34c.** Emerging *Supportive Practice:* Talk about what you are doing as you provide consistent routines.	**34a.** Emerging **34b.** Attempts basic feeding, dressing, and hygiene tasks *Example:* Picks up cereal to feed self; pulls off socks. **34c.** Emerging *Supportive Practice:* Talk about what you see children doing to feed and dress themselves.	**34a.** Emerging **34b.** Performs some simple feeding, dressing, and hygiene tasks *Example:* Puts hands under running water for washing. **34c.** Emerging *Supportive Practice:* Acknowledge when children try to do things for themselves and provide helpful suggestions.	**34a.** Follows familiar health and safety rules with occasional reminders *Example:* Sneezes into elbow after seeing the teacher do so. **34b.** Performs basic self-help tasks with assistance *Example:* Pulls pants up and down for toileting; may need help with fasteners. **34c.** Emerging *Supportive Practices:* • Model healthy practices, such as using a tissue to blow nose. • Teach techniques to make dressing easier, e.g., the upside down and over-the-head method of putting on jackets.	**Health and Safety** **34a.** Describes basic health and safety rules and follows them *Example:* Explains that you have to go one way when you ride the trike so you don't bump into other children. **34b.** Performs self-help tasks with minimal assistance *Example:* Flushes toilet and washes hands after toileting. **34c.** Begins to understand that foods have different nutritional values *Example:* Says, "Fruit is good for you. It makes you strong. It gives you energy." *Supportive Practices:* • Involve children in discussions about the reasons for health and safety rules. • Make picture and word charts that show sequence of handwashing steps. • Talk about different kinds of foods and why they are nutritious.	

DC ST § **38-271.07**

West's District of Columbia Code Annotated 2001 Edition Currentness
Division VI. Education, Libraries, and Cultural Institutions.
Title 38. Educational Institutions. (Refs & Annos)
Subtitle I. Public Education-Primary and Secondary.
Chapter 2A. Pre-Kindergarten Education System.
Subchapter I. Definitions; Administration; and Funding.

➡ § 38-271.07. State Early Childhood Development Coordinating Council.

(a) Within 45 days of March 8, 2011, the Mayor shall establish and convene a State Early Childhood Development Coordinating Council ("Coordinating Council") to:

(1) Improve collaboration and coordination among entities carrying out federally funded and District-funded pre-k and other early childhood programs to improve school readiness;

(2) Assist in the planning and development of a comprehensive early childhood education system that serves children ages birth to 8 years of age; and

(3) Comply with the Improving Head Start for School Readiness Act, approved December 12, 2007 (Pub. L. No. 110-134; 121 Stat. 1363).

(b) The Coordinating Council shall:

(1) Identify opportunities for collaboration and coordination among early childhood education entities;

(2) Review the annual pre-k report to the Council required by § 38-271.05 and submit any additional recommendations to improve the quality of and expand access to pre-k and other early childhood programs to the Council;

(3) Develop recommendations to:

(A) Increase participation of children in existing pre-k and other early childhood programs;

(B) Improve the quality of pre-k and other early childhood programs;

(C) Support the implementation of pre-k workforce development programs; and

(D) Improve state early-learning policies; and

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(4) Perform other tasks as determined by the Mayor.

(c) The Coordinating Council membership shall consist of:

(1) The following members, or their designees:

(A) The Mayor;

(B) The Chairman of the Council of the District of Columbia;

(C) The State Superintendent of Education;

(D) The Chancellor of the District of Columbia Public Schools;

(E) The Executive Director of the Public Charter School Board;

(F) The Director of the Department of Health;

(G) The Director of the Department of Mental Health;

(H) The Director of the Department of Human Services;

(I) The Director of the Child and Family Services Agency;

(J) The State Director for Head Start Collaboration; and

(K) The Director of the entity designated as the state resource and referral agency; and

(2) The Mayor shall appoint at least one District resident from each of the following categories, to serve a term of 2 years:

(A) Families whose children are receiving or have received pre-k-education services;

(B) Head Start;

(C) Community-based organizations;

(D) Public schools;

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(E) Public charter schools;

(F) Public charter school support organizations;

(G) Early childhood advocacy organizations;

(H) Business community;

(I) Philanthropic community;

(J) DC Collaborative; and

(K) Any additional category identified by the Coordinating Council as necessary or appropriate.

(d)(1) The Mayor shall appoint one person appointed pursuant to subsection (c)(2) of this section to be the chair, who shall convene the Coordinating Council no fewer than 4 times each year to gather public input on the Coordinating Council's recommendations.

(2) A quorum to transact business shall consist of 50% plus one of the members who are appointed and serving.

CREDIT(S)

(July 18, 2008, D.C. Law 17-202, § 107, as added Mar. 8, 2011, D.C. Law 18-285, § 2(c), 57 DCR 11005.)

HISTORICAL AND STATUTORY NOTES

Temporary Addition of Section

Section 2(c) of D.C. Law 18-142 added a section to read as follows:

"Sec. 107. State Early Child Development Coordinating Council; establishment.

"(a) Within 45 days of the effective date of the Pre-k Acceleration and Clarification Emergency Amendment Act of 2010, passed on emergency basis on January 5, 2010 (Enrolled version of Bill 8-603), the Mayor shall establish and convene a State Early Childhood Development Coordinating Council ("Coordinating Council") to:

"(1) Improve collaboration and coordination among entities carrying out federally funded and District-funded pre-k and other early childhood programs to improve school readiness;

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"(2) Assist in the planning and development of a comprehensive early childhood education system that serves children ages birth to 8 years of age; and

"(3) Comply with the Head Start Act, approved December 12, 2007 (Pub. L. No. 110-134; 121 Stat. 1363).

"(b) The Coordinating Council shall:

"(1) Identify opportunities for collaboration and coordination among early childhood education entities;

"(2) Review the annual pre-k report to the Council required by section 105 and submit to the OSSE additional recommendations to improve the quality of and expand access to pre-k and other early childhood programs to be submitted to the Council along with the annual pre-k report;

"(3) Develop recommendations to:

"(A) Increase participation of children in existing pre-k and other early childhood programs;

"(B) Improve the quality of pre-k and other early childhood programs;

"(C) Support the implementation of pre-k workforce development programs; and

"(D) Improve state early learning policies; and

"(4) Perform other tasks as determined by the Mayor.

"(c) The Coordinating Council membership shall consist of:

"(1) The following members, or their designees, the:

"(A) Mayor;

"(B) Chairman of the Council of the District of Columbia

"(C) State Superintendent of Education;

"(D) Chancellor of the District of Columbia Public Schools;

"(E) Executive Director of the Public Charter School Board;

"(F) Director of the Department of Health;

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"(G) Director of the Department of Mental Health;

"(H) Director of the Department of Human Services;

"(I) Director of the Child and Family Services Agency;

"(J) State Director for Head Start Collaboration; and

"(K) Director of the entity designated as the state resource and referral agency; and

"(2) The following members, who shall be appointed by the Chairman of the Council or the Mayor, with each appointing at least one District resident from each of the following categories, to serve a term of 2 years:

"(A) Families whose children are receiving or have received pre-k-education services;

"(B) Head Start;

"(C) Community-based organizations;

"(D) Public schools;

"(E) Public charter schools;

"(F) Public charter school support organizations;

"(G) Early childhood advocacy organizations;

"(H) Business community;

"(I) Philanthropic community;

"(J) DC Collaborative; and

"(K) Any additional category identified by the Coordinating Council as necessary or appropriate.

"(d)(1) Two people appointed pursuant to subsection (c)(2) of this section shall be appointed co-chairs, one by the Chairman and one by the Mayor. The co-chairs shall convene the Coordinating Council no fewer than 4 times each year for the purpose of gathering public input on the Coordinating Council's recommendations.

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"(2) A quorum to transact business shall consist of 50% plus one of the members who are appointed and serving.".

Section 5(a) of D.C. Law 18-142 provides that the act shall expire after 225 days of its having taken effect.

Emergency Act Amendments

For temporary (90 day) addition, see § 2(c) of Pre-K Acceleration and Clarification Emergency Amendment Act of 2009 (D.C. Act 18-304, January 28, 2010, 57 DCR 1475).

For temporary (90 day) addition, see § 2(c) of Pre-k Acceleration and Clarification Congressional Review Emergency Amendment Act of 2010 (D.C. Act 18-602, December 1, 2010, 57 DCR 11039).

For temporary (90 day) addition of section, see § 2(c) of Pre-k Acceleration and Clarification Congressional Review Emergency Amendment Act of 2010 (D.C. Act 19-4, February 11, 2011, 58 DCR 1399).

Legislative History of Laws

For history of Law 18-285, see notes under § 38-271.01.

DC CODE § **38-271.07**

Current through July 14, 2013

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END OF DOCUMENT

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MEMORANDUM OF UNDERSTANDING
BETWEEN THE DISTRICT OF COLUMBIA'S
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
AND
DEPARTMENT OF BEHAVIORAL HEALTH

This Memorandum of Understanding ("MOU") is entered into by and between The Office of the State Superintendent of Education ("Lead Agency") and The Department of Behavioral Health ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
   (a) A set of statewide Early Learning and Development Standards;
   (b) A set of statewide Program Standards;
   (c) A statewide Tiered Quality Rating and Improvement System; and
   (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU contingent on relevant appropriations from Congress and on receipt of the Race to the Top-Early Learning Challenge grant;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the

applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
2) Abide by the governance structure outlined in the State Plan;
3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6) 10/16/13

Signature Date

JESUS AGUIRRE Acting State Superintendent

Print Name Title

Authorized Representative of Participating State Agency:

(b)(6) 10/15/13

Signature Date

(b)(6) Acting Director

Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Child and Youth Services	Type of Participation
(A)(3)	*Director of DBH*	Active participation in the Mayor's Early Success Commission to provide policy oversight of the RTT-ELC initiative
(A)(3)	*School Based Mental Health Division*	Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC
C(3), CPP4	*School Based Mental Health Division*	Expansion of the "Primary Project" school-linked early intervention program by adding 4 mental health associates to the staff (beyond the planned addition of 17 to be funded locally), with deployment in the Wards with the highest needs (Wards 5, 7 and 8),
C(3), CPP4	*School Based Mental Health Division*	Expansion of the "Healthy Futures" program (providing early childhood mental health consultation in child care settings) to 50 additional centers, with a focus on the Wards with the highest needs (Wards 5, 7, 8)
C(3), CPP4	*School Based Mental Health Division*	Creation of a qualified mental health consultation position to support primary health care providers with behavioral and developmental health screening and services.

(b)(6)

Signature *(Authorized Representative of Lead Agency)* 10/10/13 Date

(b)(6)

Signature *(Authorized Representative of Participating State Agency)* 10/15/13 Date

MEMORANDUM OF UNDERSTANDING
BETWEEN THE DISTRICT OF COLUMBIA'S
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
AND
DEPARTMENT OF HUMAN SERVICES

This Memorandum of Understanding ("MOU") is entered into by and between The Office of the State Superintendent of Education ("Lead Agency") and The Department of Human Services ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
   (a) A set of statewide Early Learning and Development Standards;
   (b) A set of statewide Program Standards;
   (c) A statewide Tiered Quality Rating and Improvement System; and
   (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU contingent on relevant appropriations from Congress and on receipt of the Race to the Top-Early Learning Challenge grant;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the

applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
2) Abide by the governance structure outlined in the State Plan;
3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

Signature — Date: 10/16/13

Jesus Aguirre — Acting State Superintendent

Print Name — Title

Authorized Representative of Participating State Agency:

(b)(6)

Signature — Date: 10/15/2013

David A. Berns — Director DHS

Print Name — Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
A(3)	*Director of DHS*	Active participation in the Mayor's Early Success Commission to provide policy oversight of the RTT-ELC initiative
	Family Services Administration and/or Economic Services Administration	Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC
(C)(3)	*Family Services Administration*	Based on results of gap analysis, expand capacity of the"211/Answers Please" phone line at DHS to align with Help Me Grow program requirements.
(C)(3), CPP4	*Family Services Administration*	Increase successful use of call center and Help Me Grow support services via community outreach and facilitating local networking opportunities.
(B)(3)	*Economic Services Administration*	Provide office space for 8 ? Resource and Referral Specialists in DHS Ward offices and space to house parental resource library operated by OSSE to increase parental education on quality child care and Pre-K & identification of available slots and to improve community outreach.
(E)(2)	*Economic Services Administration*	Continued work with OSSE on integration of DCAS spell out what this is and State Longitudinal Education Data system (SLED).

(b)(6)

Signature *(Authorized Representative of Lead Agency)* 10/16/13 Date

(b)(6)

Signature *(Authorized Representative of Participating State Agency)* 10/15/2013 Date

MEMORANDUM OF UNDERSTANDING
BETWEEN THE DISTRICT OF COLUMBIA'S
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
AND
THE DISTRICT OF COLUMBIA PUBLIC LIBRARIES

This Memorandum of Understanding ("MOU") is entered into by and between The Office of the State Superintendent of Education ("Lead Agency") and The District of Columbia Public Libraries ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
   (a) A set of statewide Early Learning and Development Standards;
   (b) A set of statewide Program Standards;
   (c) A statewide Tiered Quality Rating and Improvement System; and
   (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU contingent on relevant appropriations from Congress and on receipt of the Race to the Top-Early Learning Challenge grant;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the

applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
2) Abide by the governance structure outlined in the State Plan;
3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

Signature — Date: 10/16/13

JESUS AGUIRRE — Acting State Superintendent

Print Name — Title

Authorized Representative of Participating State Agency:

(b)(6)

Signature — Date: 10/15/2013

GINNIE COOPER

Print Name — Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	*Director of DCPL*	Active participation in the Mayor's Early Success Commission to provide policy oversight of the RTT-ELC initiative
	DCPL, Office of Communications and/or Office of Programs and Partnerships	Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC
Competitive Preference Priority 4	*DCPL – Office of Communications*	Continuation of partnership work with OSSE on the "Sing, Talk, and Read" campaign.
Competitive Preference Priority 4	*DCPL – Office of Communications* *DCPL Office of Programs and Partnerships*	Participate in the Early Learning Neighborhood Coalitions in Wards 5, 7 & 8 and build on the "Sing, Talk, and Read" campaign by providing activities, additional materials and enhanced supports to parents, family, friends and neighborhood providers.

(b)(6)

Signature *(Authorized Representative of Lead Agency)* Date 10/16/13

(b)(6)

Signature *(Authorized Representative of Participating State Agency)* Date 10/15/2013

MEMORANDUM OF UNDERSTANDING
BETWEEN THE DISTRICT OF COLUMBIA'S
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
AND
THE UNIVERSITY OF THE DISTRICT OF COLUMBIA

This Memorandum of Understanding ("MOU") is entered into by and between The Office of the State Superintendent of Education ("Lead Agency") and The University of the District of Columbia ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
   (a) A set of statewide Early Learning and Development Standards;
   (b) A set of statewide Program Standards;
   (c) A statewide Tiered Quality Rating and Improvement System; and
   (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU contingent on relevant appropriations from Congress and on receipt of the Race to the Top-Early Learning Challenge grant;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the

applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
2) Abide by the governance structure outlined in the State Plan;
3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6) 10/16/13

Signature Date

JESUS AGUIRRE Acting State Superintendent

Print Name Title

Authorized Representative of Participating State Agency:

(b)(6) 10/15/13

Signature Date

James E. Lyons Interim President

Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3), **(D)(1)**	*Early Childhood Leadership Institute of the UDC Education Department*	Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC
(D)(2)	*Early Childhood Leadership Institute of the UDC Education Department*	In partnership with OSSE, and through affiliation with the Early Childhood Leadership Institute, convene a collaborative of higher education institutions and the National Black Child Development Institute to assess the existing capacity to prepare a highly qualified and effective workforce to meet the needs of infants and toddlers, young children with special needs and young dual language learners.
(D)(1), (D)(2)	*Early Childhood Leadership Institute of the UDC Education Department*	Support OSSE's plans to develop criteria and provide scholarships for educators who work with infants, toddlers and special populations of children, so they can attain credentials and degrees.

Signature *(Authorized Representative of Lead Agency)* Date

(b)(6)

Signature *(Authorized Representative of Participating State Agency)* Date 10/15/13

MEMORANDUM OF UNDERSTANDING
BETWEEN THE DISTRICT OF COLUMBIA'S
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
AND
DEPARTMENT OF HEALTH CARE FINANCE

This Memorandum of Understanding ("MOU") is entered into by and between The Office of the State Superintendent of Education ("Lead Agency") and The Department of Health Care Finance ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
   (a) A set of statewide Early Learning and Development Standards;
   (b) A set of statewide Program Standards;
   (c) A statewide Tiered Quality Rating and Improvement System; and
   (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU contingent on relevant appropriations from Congress and on receipt of the Race to the Top-Early Learning Challenge grant;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the

applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
2) Abide by the governance structure outlined in the State Plan;
3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

Signature — Date: 10/16/13

JESUS AGUIRRE — Acting State Superintendent

Print Name — Title

Authorized Representative of Participating State Agency:

(b)(6)

Signature — Date: 10-15-13

Wayne Turnage — Director, OHCF

Print Name — Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	*Director of DHCF*	Active participation in the Mayor's Early Success Commission to provide policy oversight of the RTT-ELC initiative
	DHCF – HCDMA (need to spell out the acronym)	Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC
(C)(3)	*DHCF – HCDMA*	For all EPSDT required screenings, update billing manual to include individualized billing codes for content of well-child visits (e.g., vision, hearing, developmental and behavioral health) and for follow-up.
(C)(3)	*DHCF - HCDMA*	Conduct training for primary health care providers on updated billing manual and expectations.
(C)(3)	*DHCF - HCDMA*	Provide financial incentives for primary health care providers to meet screening and follow-up expectations, as well as develop penalties for failure to meet expectations.
(C)(3)	*DHCF - HCDMA*	Conduct feasibility study on sustaining and increasing evidence-based home visitation options via Medicaid billing and targeting services to the most in need.

(b)(6)

Signature *(Authorized Representative of Lead Agency)* 10-15-13 Date

(b)(6)

Signature *(Authorized Representative of Participating State Agency)* 10/16/13 Date

MEMORANDUM OF UNDERSTANDING
BETWEEN THE DISTRICT OF COLUMBIA'S
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
AND
DEPARTMENT OF HEALTH

This Memorandum of Understanding ("MOU") is entered into by and between The Office of the State Superintendent of Education ("Lead Agency") and The Department of Health ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
   (a) A set of statewide Early Learning and Development Standards;
   (b) A set of statewide Program Standards;
   (c) A statewide Tiered Quality Rating and Improvement System; and
   (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU contingent on relevant appropriations from Congress and on receipt of the Race to the Top-Early Learning Challenge grant;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the

applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

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4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

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3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
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6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
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4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

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IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6) 10/16/13

Signature Date

Jesús Aguirre Acting State Superintendent

Print Name Title

Authorized Representative of Participating State Agency:

(b)(6) 10/15/13

Signature Date

Joxel Garcia DOH

Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	*Director of DOH*	Active participation in the Mayor's Early Success Commission to provide policy oversight of the RTT-ELC initiative
	Director of DOH	Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC
(C)(3)	*DOH- Child, Adolescent and School Health division*	Revise school-nurse contract so that it requires training on Help Me Grow as well as accountability for ensuring children receive requisite EPSDT services
CPP4	*DOH- Child, Adolescent and School Health division*	Promote active participation of School Nurses in Early Learning Neighborhood Coalitions in Wards 5, 7 and 8

(b)(6)

Signature *(Authorized Representative of Lead Agency)* 10/16/13 Date

(b)(6)

Signature *(Authorized Representative of Participating State Agency)* 10/15/13 Date

MEMORANDUM OF UNDERSTANDING
BETWEEN THE DISTRICT OF COLUMBIA'S
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
AND
DEPARTMENT OF PARKS AND RECREATION

This Memorandum of Understanding ("MOU") is entered into by and between The Office of the State Superintendent of Education ("Lead Agency") and The Department of Parks and Recreation("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
   (a) A set of statewide Early Learning and Development Standards;
   (b) A set of statewide Program Standards;
   (c) A statewide Tiered Quality Rating and Improvement System; and
   (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU contingent on relevant appropriations from Congress and on receipt of the Race to the Top-Early Learning Challenge grant;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the

applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

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4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

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C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

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III. MODIFICATIONS

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IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

Signature — Date: 10/16/13

Jesús Aguirre — Acting State Superintendent

Print Name — Title

Authorized Representative of Participating State Agency:

(b)(6)

Signature — Date: 10-15-13

Sharia Shanklin, Ed.D — Interim Director Department of Parks and Recreation

Print Name — Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
A(3)	*Director of the Department of Parks and Recreation*	Active participation in the Mayor's Early Success Commission to provide policy oversight of the RTT-ELC initiative
	Department of Parks and Recreation, Community Services Program, Early and Middle Childhood Seasonal Programs	Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC
(CPP#4)	*Department of Parks and Recreation, Community Services Program, Early and Middle Childhood Seasonal Programs*	Three play specialists will work with families using DPR playgrounds and recreation facilities, with a special focus on engaging families in the neighborhoods selected for Early Learning Neighborhood Coalitions.
(CPP #4)	*Department of Parks and Recreation, Community Services Program, Early and Middle Childhood Seasonal Programs*	Ward Managers for Wards 5, 7, & 8 will participate in the Early Learning Coalitions in ensure focus and facilitate alignment between the use of park facilities and programming and the Coalitions' goals and strategies.

(b)(6) 10-13-13

Signature *(Authorized Representative of Lead Agency)* Date

(b)(6) 10-13-13

Signature *(Authorized Representative of Participating State Agency)* Date

Bridges
PUBLIC
CHARTER
SCHOOL

1250 Taylor St. NW
Washington, DC 20011
(202) 545-0515

To: Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Avenue NW, Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express Bridges Public Charter School's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Bridges Public Charter School is an expanding elementary school that opened in 2005, we served Pre-K 3 and Pre-K 4 students exclusively for seven years prior to our expansion into an elementary school program. Bridges mission is to provide an exemplary educational program that includes Students with special needs. We serve the full spectrum of students with and without special needs in both inclusive and self-contained special education classrooms. Our school's population is 70 % typically developing and 30% students with special needs. We are an active participant in the District's early childhood development community. We believe the Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Bridges Public Charter School are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Olivia Smith, Founder / Principal / Director

Briya
Public Charter School

Education Strengthens Families

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To Whom It May Concern:

I am writing today to express Briya Public Charter School's (Briya) strong support for the District of Columbia's Race to the Top Early Learning Challenge application. The mission of Briya is to provide a high quality education for adults and children that empowers families through a culturally sensitive family literacy model. A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors. Briya was recently awarded a new Community Schools Incentive Initiative grant to further meet the diverse needs of families through integrating dual-generation health and social services into the education setting.

Despite these significant achievements, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Briya PCS are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Si[(b)(6)]

Christie McKay, Executive Director

www.briya.org

2333 Ontario Road, NW (mail)
Washington, DC 20009
Tel: 202-232-7777
Fax: 202-797-8470

1755 Newton Street, NW
Washington, DC 20010
Tel: 202-797-7337
Fax: 202-797-8470

3912 Georgia Avenue, NW
Washington, DC 20011
Tel: 202-545-2020
Fax: 202-291-2078

Mary's Center
In partnership with Mary's Center

Race to the Top Early Learning Challenge
Letter of Support

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To Whom It May Concern:

I am writing to express Center City Public Charter Shaw's strong support for the District of Columbia's Race to the Top Early Learning Challenge application.

Center City Public Charter Shaw is a partner school in Flamboyan Foundation's Family Engagement Partnership (FEP). The FEP aims to transform the way families and schools work together to drive student learning. As an FEP school, Center City Public Charter Shaw works with Flamboyan to build teacher and school leader capacity to provide the information and support families need to engage effectively in their child's education and to build trusting relationships with families. More teachers, parents and young children in the District of Columbia will benefit from the Flamboyan FEP model if the District receives the Race to the Top Early Learning Challenge grant.

Parent-teacher relationships are particularly critical for young children, where families 1) may feel stress or anxiety about how to support their children as they adapt to their first school experience and 2) are building a new understanding of their role and efficacy in their children's education. These early parent-teacher relationships equip families to support their child's academic and social-emotional development, as well as to develop an early "habit" of parent involvement in their child's education. A Race to the Top Early Learning Challenge grant will enable us, as well as all of our partners in DC's early childhood community, to achieve significant results on behalf of the early childhood population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of parent-teacher home visits. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued the key goals that the application

established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

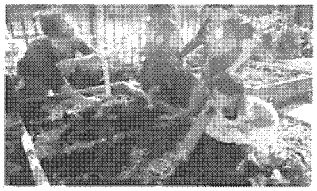
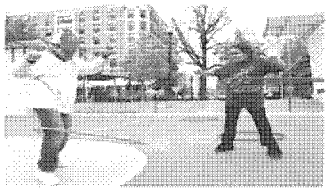
However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Center City Public Charter Shaw are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in moving this work forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

Demetria Gartrell
Principal
Center City Public Charter Shaw

CentroNía
crecimiento growing
aprendizaje learning
liderazgo leading

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Myrna Peralta
President & CEO

October 9, 2013

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW, Suite 223
Washington, DC 20004

To whom it may concern:
I am writing today to express CentroNía's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. CentroNía's mission is educating children and youth and strengthening families in a bilingual, multicultural community. Since 1999, CentroNía has built a national model of high quality Child Development Associate training that is culturally and linguistically sensitive. Over 650 CDA candidates have trained with our program and as a certified organization we offer the training in Spanish and English. Our vision, that the early childhood workforce has opportunities in accessing quality professional development, aligns closely with Race to The Top objectives being submitted by the District of Columbia. These objectives will enable staff to further their education and careers and are linked to better compensation. A Race to the Top Early Learning Challenge grant will enable us and all of our partners in DC's early childhood community, to achieve significant advances in this direction and will support the professional development of a critical segment of the workforce and the lives of the children and families they serve.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors. As active members in the State Early Childhood Development Coordinating Council, the Home Visiting Council, and RaiseDC, CentroNía plays an active role with its counterparts and early childhood education leaders in the District.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at CentroNía are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward. We appreciate your careful consideration of the District of Columbia's application. Sincerely,

(b)(6)

Myrna Peralta
President & CEO

Where giving and opportunity meet

The Community Foundation for the National Capital Region

1201 15th Street NW
Suite 420
Washington, DC 20005

202-955-5890 MAIN
202-955-8084 FAX

www.thecommunityfoundation.org

October 10, 2014

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave. NW, Suite 223
Washington, DC 20004

To Whom It May Concern:

I am pleased to express strong support for the District of Columbia's Race to the Top Early Learning Challenge application. The mission of the Community Foundation for the National Capital Region is to strengthen the Washington metropolitan region by encouraging and supporting effective giving and by providing leadership on critical issues in our community. We currently manage more than 800 donor funds with assets totaling more than $330 million. We are the largest funder of nonprofit organizations in the metropolitan Washington region, with grants in FY2013 of more than $90 million. Education being the largest area of giving for the foundation.

As a foundation that has taken on the unique role of serving as the anchor organization for Raise DC, a public/private partnership that aligns programs, practices, and stakeholders to provide every youth with opportunities for success from cradle to career, the Community Foundation has a vested interest in ensuring that we help the District leverage the resources needed to achieve our shared early childhood goal and indicators. A Race to the Top Early Learning Challenge grant will enable the District of Columbia, including all our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Raise DC are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Terri Lee Freeman
President

COUNCIL for PROFESSIONAL RECOGNITION

October 15, 2013

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express the Council for Professional Recognition's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. The Council for Professional Recognition promotes improved performance and recognition of professionals in the early childhood education of children aged birth to 5 years old throughout the United States of America, its territories and the District of Columbia.

As a national organization based in Washington, DC, we strongly believe that A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population. The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services.

Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors. At the Council we are dedicated to serve early childhood educators who work in different settings such as, center based, preschool, center based infant and toddler, family childcare homes and home based programs; including the diverse population of teachers serving our youngest children in the District of Columbia.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at the Council are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Valora Washington, PhD
CEO

2460 16th Street, NW
Washington, DC 20009
Tel. 202-265-9090 Fax 202-265-7309
www.cdacouncil.org

American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™

District of Columbia Chapter, P.O. Box 6236, Washington, DC 20008

Executive Committee

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Phone: 202-476-3797
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LBeers@childrensnational.org

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Elk Grove Village, IL 60007-1098
Phone: 847/434-4000
Fax: 847/434-8000
E-mail: kidsdocs@aap.org
www.aap.org

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express the District of Columbia Chapter of the American Academy of Pediatrics' (DC AAP) strong support for the District of Columbia's Race to the Top Early Learning Challenge application. With over 400 members, DC AAP is the recognized Washington DC affiliate of the national organization of 63,000 pediatricians committed to the attainment of optimal physical, mental, and social health and well-being for all infants, children, adolescents, and young adults. DC AAP's mission is to promote the optimal health and development of children and adolescents of Washington DC in partnership with their families and communities, and to support the pediatricians who care for them. Our vision is that all children and adolescents in DC are healthy both physically and mentally, have access to quality pediatric health services and have strong advocates in their families, communities and government. Two of our long term objectives, determined during strategic planning this year, are to improve both school readiness and access to mental health care for children in DC. For example, over the past two years, we took the lead and successfully completed a collaborative project designed to increase the rates of developmental screening at primary care visits, and are active participants in the DC Collaborative for Mental Health in Pediatric Primary Care. A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. As a practicing pediatrician and DC AAP President, I am pleased to sit on the Help Me Grow Leadership Team where I will be able to contribute to the continued

growth and coordination of services between providers caring for young children. We agree that pediatric primary care providers are key partners in ensuring successful educational outcomes for young children, and we are very willing and eager to expand our existing partnerships and create new ones. We at DC AAP are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

Sincerely,

(b)(6)

Lee A. Savio Beers, MD
President, District of Columbia Chapter of the American Academy of Pediatrics

DC Bilingual Public Charter School

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express DC Bilingual Public Charter School's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. DCBPCS is a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures.A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at DC Bilingual Public Charter School are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Wanda Pérez
Principal, DC Bilingual Public Charter School

October 7, 2013

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To Whom It May Concern:

I am writing today to express DC Child Care Connections' strong support for the District of Columbia's Race to the Top Early Learning Challenge application. DC Child Care Connections is the District's Child Care Resource and Referral Center (CCR&R). As the District's CCR&R, we are committed to improving the quality of early care and education services for children and families in the District. A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors. As a member of the District's State Early Childhood Development Coordinating Council (SECDCC), I was able to witness first-hand and participate in cross-agency efforts and initiatives to improve the Districts' early learning system including enhancements to professional development and career advancement, assessing the capacity and effectiveness of institutes of higher education supporting the development of early childhood educators, and enhancing early learning standards to name a few.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at DC Child Care Connections are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Lisa Gordon
Director

DC Early Childhood Higher Education Collaborative
University of the District of Columbia
4200 Connecticut Avenue NW
Washington, DC 20008

Race to the Top ELC Review Committee
c/o Ms. Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave. NW Suite 223
Washington, DC 20004

To whom it may concern:

This letter is being written to express the DC Early Childhood Higher Education Collaborative's (DC-ECHEC), unqualified support for the District of Columbia's Race to the Top Early Learning Challenge Grant application. The DC-ECHEC is a legislatively mandated entity composed of seven local colleges and universities whose sole purpose is to ensure that early care and education practitioners, in the District of Columbia, earn the degrees and credentials required under the District's Pre-K Enhancement and Expansion Act of 2008. A successful grant application will go a long way in furthering the work of the DC-ECHEC in our continuing efforts to ensure that every early childhood teacher, in the District of Columbia, is highly-qualified, highly-effective and highly compensated.

The District of Columbia has a long and rich history of doing the right thing for its young children. We have been fortunate to have leadership at all levels that understand the return on the investment in young children as a part of our city's K-12 reform, workforce development and its overall economic vitality. While much remains to be done, we have every confidence that the award of an Early Learning Challenge Grant to the District would enable us to continue our groundbreaking work in early care and education. And to that end, we at the DC-ECHEC stand ready to assist the very capable team that will be leading this effort. Therefore, we respectfully request your full and careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Maurice R. Sykes, Convener
DC Early Childhood Higher Education Collaborative

District of Columbia Head Start Association

Almeta R. Keys, M. Ed., M. Div., President
1719 13th Street, N.W.
Washington, DC 20009

Telephone: (202) 462-3375 Ext. 222, Fax (202) 552-2606

Email: akeys@ecmpcc.org

October 4, 2013

Race to the Top Early Learning Challenge Review Committee
C/O Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Avenue NW, Suite 223
Washington, DC 20004

To Whom It May Concern:

I am writing today to express the DC Head Start Association's (DCHSA) strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Our mission is to advocate, communicate, and partner at eh community and district levels to enhance and ensure the provision of high quality, outcome-oriented services to children and families. A Race to the Top Early Learning Challenge Grant will enable us, and all of our partners in DC's Early Childhood Community to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's Early Learning Standards with the Common Core Standards and worked to create enhanced quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. The DCHSA is confident that the District is prepared to fully execute its innovative, high-quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Almeta R. Keys, M. Ed., M. Div.
President, DC Head Start Association

"We are influencing public policy and building the future of Head Start/EHS for the District's most vulnerable children!"

Coming together is a beginning, staying together is progress, and working together is success.- Henry Ford

District of Columbia Home Visiting Council Letter of Support

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express the Home Visiting Council's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Since 2002 the Home Visiting Council of the District of Columbia has brought together District government agencies, home visiting programs, children advocacy groups, and researcher's in recognition of the importance of home visiting as a strategy to improve health and development outcomes to support school readiness. The Council's mission is to promote awareness in the District of the effectiveness of home visitation in supporting families and community while ensuring long-term sustainability of these services. We work to identify and develop standards for best practice of home visiting and facilitate their implementation by providing technical assistance, coordination, training, and advocacy to various agencies throughout the District of Columbia. A Race to the Top Early Learning Challenge grant will enable the District's early childhood community to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments are the establishment of universal access to Pre-K for 3- and 4-year-olds and expansion of home visitation services. Research has shown that home visiting programs can improve outcomes for children and families, including improving maternal and child health, reducing child maltreatment, increasing parental employment, and improving the rate at which children reach developmental milestones. Currently, the District of Columbia Department of Health is responsible for awarding the federal funding for the Healthy Families America, Parents as Teachers and HIPPY programs as the key evidence based models designed to ensure the best outcomes for families with children from birth to age five who have been identified as at risk.

Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round we aggressively pursued key goals the application established, have successfully aligned the District's early learning standards with the Common Core, and worked to create quality standards across the early learning and development sectors. The Home Visiting Council supports the integration of the home visiting programs within the early childhood framework of the city, because important work remains to ensure all children and families in the District of Columbia are thriving.The plan set forth in the District's application will support the District's early childhood community in achieving health and development outcomes. As members of the Home Visiting Council we are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Joan Yengo, Chair
DC Home Visiting Council

111 Michigan Avenue, NW
Washington, DC 20010-2970
ChildrensNational.org

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express the DC Collaborative for Mental Health in Pediatric Primary Care's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. A multi-institutional partnership between academic, non-profit and governmental agencies with infrastructure based at Children's National, the Collaborative's goal is to improve the integration of behavioral health services for children in primary care in Washington DC. This work is primarily accomplished through strategic planning, education and consultation. Formed in the fall of 2012, representatives from the following organizations make up the group's membership: Children's National, Georgetown University, Children's Law Center, DC Department of Behavioral Health, DC Department of Health Care Finance, and DC Department of Health. The Collaborative is guided by a Community Advisory Board with representatives from a wide variety of stakeholders and organizations. Current projects include 1) Community needs assessment, 2) Implementing standardized mental health screening at pediatric primary care visits , 3) Pediatric primary care provider training and quality improvement support, 4) Development of a Child Behavioral Health Access Project, with the goal of implementing the project in October 2014 5) Supporting the integration of behavioral health services in primary care settings through education and policy and 6) Development of collaborative relationships. One of our two full time staff members focuses exclusively on Early Childhood issues. A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors. The work of our Collaborative complements and builds perfectly on previous advances accomplished by the District.

Children's National

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. The DC Collaborative for Mental Health in Pediatric Primary Care has experienced enormous commitment and support from its government members and partners, and we are confident that the District is prepared to fully execute its innovative, high quality plan for reform. We are fully committed and look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Lee Savio Beers, MD

Children's National Health System
Medical Director for Municipal and Regional Affairs; Child Health Advocacy Institute
Assistant Professor of Pediatrics and Director of the Healthy Generations Program; Goldberg Center for Community Pediatric Health

111 Michigan Avenue, NW
Washington, DC 20010-2970
ChildrensNational.org

This is the second page format.

ace to the To arl earning Challenge evie Committee
c o achel o e h
ffice of the e ut Ma or for ealth and uman ervice
1 enn lvania Ave uite 22
a hington C 2

To hom it ma concern:

The C ediatric ral ealth Coalition i lea ed to u ort the rict of Colum ia ace to the To arl earning Challenge a lication The Coalition mi ion i to advocate for im roved oral health acce and care for all children in the i trict of Colum ia A ace to the To arl earning Challenge grant ill ena le u and all of our artner in the i trict of Colum ia earl childhood communit to achieve ignificant advance on ehalf of thi critical o ulation

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uth i her ollard M M A
Co irector

Anu ama Tate M M
Co irector

DC PROMISE NEIGHBORHOOD INITIATIVE

FIVE PROMISES FOR TWO GENERATIONS

THE KENILWORTH PARKSIDE COMMUNITY

DCPNI

Executive Director
Ayris T. Scales

Board of Directors
Irasema Salcido
Founder

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Brett Macleod
Malcolm Peabody
Josephine Robinson
Max Skolnik
Adrianne Todman

October 9, 2013

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Avenue, NW, Suite 223
Washington, DC 20004

To Whom It May Concern:

I am writing today to express DC Promise Neighborhood Initiative's (DCPNI) strong support for the District of Columbia's Race to the Top Early Learning Challenge application. DCPNI's mission is to increase the number of children who complete their education from cradle to college and enter adulthood as productive participants in the 21st century economy and in the civic life of their communities. DCPNI is committed to working with the residents of the Kenilworth-Parkside community in Washington, DC to support and advocate for our children—ensuring that both children and parents have access to the resources they need to grow, learn and succeed. As the first step in ensuring children are on a path from the earliest age to engage in lifelong learning, DCPNI couples quality early learning interventions with programs to assist parents help their children learn and succeed while pursuing skills and completing education to improve economic security and stability. DCPNI currently participates with RAISE DC and the Help Me grow Leadership Team, through the District of Columbia Department of Health.

The District of Columbia has a long history of strong leadership in early learning. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and the expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, it aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors. However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at DCPNI are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in helping to further these efforts by working in the Kenilworth-Parkside community going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Ayris T. Scales
Executive Director

"Our mission is to increase the number of children who complete their education from cradle to college and enter adulthood as productive participants in the 21st – century economy and in the civic life of their communities."

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
Office of the Chancellor

October 15, 2013

To Whom It May Concern:

I am writing in strong support of the District of Columbia's Race to the Top-Early Learning Challenge application. As the leader of the largest LEA in the city, I see the need for high-quality early childhood education and supports. The implementation of our Head Start School-Wide Model is unique from any other program in the country, and provides opportunities to provide Head Start services to every early childhood student in our Title I schools.

With the support of the Mayor, DCPS has invested heavily in programs for three- and four-year old children that meet their developmental needs while giving them the foundation for later school success. However, we cannot do it alone. Our classrooms need more teachers with the preparation and resources to provide young children with pre-literacy and pre-math skills. Our children need access to health care so that they can see, hear, and interact with their peers. Our families need to know that they will find healthy food, mental health resources, and other supports in their communities.

The RTT-ELC application prepared by the Mayor's Office does this, and more. I am proud that we have committed to:

- Increasing the number of early childhood teachers and aides with specific education and training through expansion and improvement of the Child Development Associate (CDA) and expansion of the TEACH scholarship program.
- Expanding the reach of home visitors throughout the city, and committing to closer partnerships with schools and community-based organizations.
- Investing in a Quality Rating and Improvement System that will identify high-quality programs, be validated to show real progress for children, and include resources to support schools as well as community-based providers.
- Participating in a multi-state consortium to develop appropriate measures for PK-3rd grade students that are tied to standards of what children should know and be able to do at each level.
- Implementing the Early Development Instrument (EDI) in early childhood classrooms in order to understand where our children are developmentally, and to identify needed resources at the community level.
- Linking health care systems and supports to school-based data systems in order to expand access to health services for our children, leverage resources more effectively and improve communication among agencies serving children in at-risk communities.

- Improving the State Longitudinal Education Data system to better incorporate data on young children's experiences before school, and to help improve identification and referral of children across health and social support systems.
- Creating new PK to 3rd grade linkages in standards, curriculum and assessment that will strengthen instruction in all early elementary classrooms.

DCPS is committed to the success of the Race to the Top-Early Learning Challenge proposal. We are prepared to dedicate additional staff and resources as needed in order to improve outcomes for children, and we look forward to working with the Mayor's Office to make the proposal a reality.

Sincerely,

(b)(6)

Kaya Henderson
Chancellor

American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™

District of Columbia Chapter, P.O. Box 6236, Washington, DC 20008

Executive Committee

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Lee Savio Beers, MD, FAAP
Phone: 202-476-3797
Fax: 202-476-3386
E-mail:
LBeers@childrensnational.org

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E-mail: kidsdocs@aap.org
www.aap.org

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express the District of Columbia Chapter of the American Academy of Pediatrics' (DC AAP) strong support for the District of Columbia's Race to the Top Early Learning Challenge application. With over 400 members, DC AAP is the recognized Washington DC affiliate of the national organization of 63,000 pediatricians committed to the attainment of optimal physical, mental, and social health and well-being for all infants, children, adolescents, and young adults. DC AAP's mission is to promote the optimal health and development of children and adolescents of Washington DC in partnership with their families and communities, and to support the pediatricians who care for them. Our vision is that all children and adolescents in DC are healthy both physically and mentally, have access to quality pediatric health services and have strong advocates in their families, communities and government. Two of our long term objectives, determined during strategic planning this year, are to improve both school readiness and access to mental health care for children in DC. For example, over the past two years, we took the lead and successfully completed a collaborative project designed to increase the rates of developmental screening at primary care visits, and are active participants in the DC Collaborative for Mental Health in Pediatric Primary Care. A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. As a practicing pediatrician and DC AAP President, I am pleased to sit on the Help Me Grow Leadership Team where I will be able to contribute to the continued

growth and coordination of services between providers caring for young children. We agree that pediatric primary care providers are key partners in ensuring successful educational outcomes for young children, and we are very willing and eager to expand our existing partnerships and create new ones. We at DC AAP are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

Sincerely,

(b)(6)

Lee A. Savio Beers, MD
President, District of Columbia Chapter of the American Academy of Pediatrics

October 10, 2013

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

Dear Rachel:

On behalf of the DC Early Childhood Education Collaborative Network (DCECE), this letter is to express our enthusiastic and strong support for the District of Columbia's Race to the Top Early Learning Challenge application. The DCECE is a network of 15 professional organizations and 67 individual professional deliverers of and advocates for early learning services and experiences for children, birth to age 5, across the three sectors, community based settings, traditional public schools and public charters. Our vision is that Washington DC offers a seamless continuum of high-quality early childhood program and services that result in positive-outcomes for all young children and their families. In that context, our mission is to serve as an effective voice for children and families in the city that promote and support action and investment in high quality Early Care and Education (ECE) programs to ensure children's success in school and life.

The award of a Race to the Top Early Learning Challenge grant will enable all of the city's partners in DC's early learning community to achieve further advances in our systems building efforts.

The District of Columbia has a long history of strong leadership and investment in early learning and child development work. Among the notable accomplishments is the achievement of universal access to Pre-K for 3- and 4-year-olds, and universal health insurance for the city's children. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, the city has continued to aggressively pursue key goals the application articulated and have successfully aligned the District's early learning standards with the Common Core and worked to implement quality standards across the early learning and development sectors. The leadership of DCECE has been active architects and contributors to the city's Pre-K Expansion and Enhancement Act, the city's Early Success Framework, the State Early Childhood Coordinating Council, RAISE DC and the Early Childhood Change Network.

Yet, important work remains to be done to ensure all children and families in the District of Columbia are thriving. DC plan's to focus on state systems, high quality accountable programs, promoting early learning and development outcomes, a great early childhood workforce and

measuring outcomes and programs will help us achieve the city's goal. In fact, the DCECE intends to bid on the city's plan to pilot recommendations of the Teacher Compensation Commission and perform a finance study.

DCECE is confident that the District is fully prepared to execute its innovative, high quality plan for reform and continuous improvement with fidelity. We look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

(b)(6)

Carrie L. Thornhill
President

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF GENERAL SERVICES

DGS
THE DEPARTMENT OF GENERAL SERVICES

October 11, 2013

Mayor Vincent C. Gray
Executive Office of the Mayor
1350 Pennsylvania Avenue NW, Suite 316
Washington, DC 20004

Re: Race to the Top – Early Learning Challenge

To Whom It May Concern:

The D.C. Department of General Services is writing in support of the District's Race to the Top – Early Learning Challenge grant application.

The District of Columbia is committed to modernizing its public school facilities, and has embarked on a multi-year capital improvements program to renovate existing buildings and construct brand new school facilities for our students, teachers, faculty, and communities. Over the last five years, the District has invested heavily into these facilities. As part of these efforts, the District spent $25,600,000 on providing or improving our Pre-K and early education program and facilities, integrating 198 classrooms across 44 schools.[1] These new classrooms recognize the special needs and considerations of our youngest students, and provide healthy, age-appropriate, and fun places to learn and play.

Further, the District has incorporated child development centers into several of its high school modernizations. These facilities allow young parents to continue their education while their children are close, protected, and learning new skills. These facilities include Cardozo Education Campus in Ward 1, Dunbar and Luke C. Moore High Schools in Ward 5, Eastern High School in Ward 6, and Anacostia High School in Ward 8. Additionally, on-going modernizations of Ballou Senior High School (Ward 8) and Roosevelt Senior High School (Ward 4) include child development centers in their designs.

[1] Elementary schools receiving Pre-K and early education classrooms – Addison, Amidon, Beers, Brent, Brightwood, Brookland @ Bunker Hill, Bruce Monroe, Burroughs, Burroughs, Burrville, Drew, Green, HD Cooke, Hearst, Hendley, Janney, JO Wilson, Ketcham, Langley, LaSalle, Leckie, Logan, Ludlow-Taylor, Mann, Maury, MLK, Moten, Nalle, Peabody, Powell, Ross, Savoy, Seaton, Shepherd, Stoddert, Takoma, Thomas, Truesdell, Tubman, Turner, Tyler, Walker Jones, Wheatley, Whittier

The District is incredibly proud of the capital improvements both completed and planned for our public school facilities. The Department of General Services is also proud of our partnership with D.C. Public Schools and the amazing facilities we have collaboratively provided for our youth and communities. The increase in Pre-K and early education classrooms will provide dividends for the students, their families, and the District for many years to come. Receipt of grant dollars from the Race to the Top – Early Learning Challenge will allow us to continue the excellent work we have begun, and make differences in more young lives.

Sincerely,

(b)(6)

Brian J. Hanlon
Director, D.C. Department of General Services

FIGHT FOR CHILDREN

CHAMPIONING CHANGE ★ CHANGING LIVES

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express Fight For Children's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Fight For Children is a District of Columbia based non-profit organization that works to ensure that low-income children receive a great education and stay healthy so they can learn. Fight For Children manages the Joe's Champs early childhood initiative that provided principal professional development focused on early childhood education; provides schools with well trained early childhood teachers to fill vacancies; and supports the learning of the school leaders and the entire early childhood teaching staff by managing on-going professional learning communities at each participating school. Fight For Children believes that by increasing the knowledge of the school leaders and the instruction of the teachers, the quality of early childhood education will improve and will create an environment with improved teacher retention and with students transitioning to kindergarten and the grades beyond, well prepared for success. A Race to the Top Early Learning Challenge grant will enable Fight For Children, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

Fight For Children staff are active participants in the District of Columbia's early childhood community including serving as participating members on the Home Visitation Council, the Early Childhood Change Network, the DC Collaborative for Mental Health in Pediatric Primary Care Community Advisory Board, and the Sitar Arts Center Early Childhood Advisory Committee. Fight For Children is also a funding member of the Washington Area Women's Foundation Early Care and Education Funding Collaborative and a member of our leadership team formerly served as the Chairman of the State Early Childhood Development Coordinating Council (SECDCC).

1726 M Street NW, Suite 202
Washington, DC 20036
Main 202.772.0400
Fax 202.772.0401
www.fightforchildren.org

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Fight For Children are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Sadie Ellner
Program Manger
Fight For Children

FirstSchool
UNITING THE BEST OF EARLY CHILDHOOD, ELEMENTARY, AND SPECIAL EDUCATION

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

FPG CHILD DEVELOPMENT INSTITUTE
SHERYL-MAR NORTH
CAMPUS BOX 8040
CHAPEL HILL, NC 27599-8040
www.firstschool.us

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

FirstSchool, an 8 year Kellogg funded initiative at FPG Child Development Institute at UNC-CH is pleased to submit this letter of support and commitment to the District of Columbia's Race to the Top Early Learning Challenge application. FirstSchool's goal is to help schools close the achievement and opportunity gap by strengthening and enriching the learning, development, and early school experiences of PreK-3rd grade children. FirstSchool is grounded in work with schools and districts where leadership and staff work hard to make sustainable changes in their professional culture, relationships with families and children, instructional practices, and curricular choices. We are committed to developing knowledge, understanding and application of effective PreK-3rd grade policy and practice, with an emphasis on instruction and engagement in learning that is aligned with Common Core State Standards and Early Learning Standards. A Race to the Top Early Learning Challenge grant will enable us, and all of the partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, they aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors. However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help achieve these goals. We at FirstSchool are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Sharon Ritchie Ed.D.
Senior Scientist
FPG Child Development Institute-UNC, Chapel Hill

FLAMBOYAN
FOUNDATION

Race to the Top Early Learning Challenge
Letter of Support

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To Whom It May Concern:

I am writing to express Flamboyan Foundation's strong support for the District of Columbia's Race to the Top Early Learning Challenge application.

Flamboyan Foundation aims to transform the way families and educators work together to drive student learning. While families can be involved in their child's education in many ways, Flamboyan Foundation focuses on helping parents play five key roles that matter most for student achievement: having high expectations, monitoring their child's performance, supporting their child's learning, guiding their child's education to college or career, and advocating for their child to receive an excellent education.

In order for schools to help families play the roles that drive student achievement, Flamboyan builds teacher and school leader capacity to provide the information and support families need to engage effectively in their child's education. We do this by working with Family Engagement Partner Schools to help them build trusting relationships between teachers and families, and then to leverage those relationships in order to partner with families around their student's academic success. Flamboyan Foundation currently partners with 24 DCPS and public charter schools in the District that are selected through a competitive application process.

As we continue to grow, we plan to increase our reach to more schools with early childhood populations. Parent-teacher relationships are particularly critical for young children, where families 1) may feel stress or anxiety about how to support their children as they adapt to their first school experience and 2) are building a new understanding of their role and efficacy in their children's education. These early parent-teacher relationships equip families to support their child's academic and social-emotional development, as well as to develop an early "habit" of parent involvement in their child's education. A Race to the Top Early Learning Challenge grant will enable us, as well as all of our partners in DC's early childhood community, to achieve significant results on behalf of the early childhood population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of

FLAMBOYAN
FOUNDATION

universal access to Pre-K for 3- and 4-year-olds, and expansion of parent-teacher home visits. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued the key goals that the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Flamboyan Foundation are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in moving this work forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Susan Stevenson
Executive Director
Flamboyan Foundation

1730 Massachusetts Avenue, NW Washington, DC 20036
T 202.315.2410
www.flamboyanfoundation.org

FRIENDSHIP SOUTHEAST ELEMENTARY ACADEMY

645 Milwaukee Place, SE Washington, DC 20032 (202) 562-1980 phone (202) 562-0726 fax

Donald L. Hense, Chairman

Joseph Speight, ***Principal*** **Tasia Bhegani,** ***Assistant Principal*** **Kemi Baltimore-Husbands,** ***Assistant Principal***

October 10, 2013

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express Friendship Southeast Academy's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Joe's Champs is playing a vital role in the development of our Administrative staff's capacity to support our early childhood educators. With their much needed support we will develop Professional Learning Communities, enhance our programming so that we are providing a experiences that are not only developmentally appropriate for young children, but also move in the direction of reducing the achievement gap. A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Friendship Southeast Academy are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

(b)(6)

Tasia Bhegani
Academy Director, FSEA

Protecting Tomorrow's Children... Today!

CFC # 28380 United Way of Central Maryland # 5332

October 15, 2013

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express Healthy Babies Project's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Healthy Babies Project, Inc., aims to reduce the dangerously high rates of infant deaths, illnesses, low birth weight, and repeat pregnancies, as well as improve the health, education, housing, and parenting outcomes for at-risk mothers, fathers and infants, by reaching out to high-risk, low income, pregnant women, men and their families. We help at-risk D.C. families have healthy babies and move out of the cycle of poverty into permanent financial and personal stability. A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors. For over 20 + years, Healthy Babies Project, Inc. (HBP), a non-profit organization, has connected high-risk, underserved pregnant Washington, D.C. women and families to health care, social services, and educational opportunities. HBP encourages clients to: (1) be responsible parents; (2) prevent repeat pregnancies; (3) complete high school or a GED program; continue to college, careers, or other post-high school options; (4) prevent child abuse and maltreatment (5) children enter school ready to learn and, (5) discontinue the cycle of poverty. Through the Home Visiting and Family Support Program, case-managed parents are regularly visited within their homes by HBP social workers to ensure progress towards these goals. As a member of the Home Visiting Council, We support the that the District is doing to invest in evidence based home visiting programs that will contribute to positively changing the status quo in education, poor birth and child health outcomes, child abuse and neglect and economic insecurity.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Healthy Babies Project are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Regine Elie
Executive Director
Healthy Babies Project Inc.

P.S. Your gift to help save D.C. lives is tax-deductible in 2013 when mailed by December 31, 2013. Or log onto www.healthybabiesproject.org and give securely online. Thank you.

University of Connecticut
Health Center

Department of Pediatrics

Paul H. Dworkin, MD
Professor of Pediatrics

Executive Vice President for Community Child Health
Connecticut Children's Medical Center

Connecticut Children's
MEDICAL CENTER

An Equal Opportunity Employer

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06106

Telephone:
(860) 837-6232
Facsimile:
(860) 837-6261
E-mail:
pdworki@ccmckids.org

Help Me Grow
National Center

September 25, 2013

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express *Help Me Grow* National's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Currently, we are working with the District to implement a *Help Me Grow* system. I feel that this proposal aligns well with *HMG*'s mission to build collaboration across sectors to ensure that young children at risk of developmental or behavioral challenges and their families are identified early and connected to appropriate community-based services and supports.

As the Director of the *Help Me Grow* National Center and Executive Vice President for Community Child Health at Connecticut Children's Medical Center, I am pleased to commit the resources of the National Center and our Office for Community Child Health in support of this important work. We have considerable experience in the promotion and implementation of developmental screening activities, are committed to the building of a strong system in support of young children's healthy development, are actively engaged in the training of child health providers and other professionals in the importance of early brain and child development, developmental surveillance and screening, and the importance of linking children and their families to community-based programs and services. We have also been actively engaged in deriving implications of our work for public policy and promoting cross-sector collaboration among child health services, early care and education, and family support programs and services. We will bring our experience and activities to support system building to achieve the goals of this grant and look forward to a productive partnership.

This grant will provide the opportunity for the District of Columbia to improve developmental and behavioral health outcomes for children aged birth to 8 by enabling more early childhood screenings and better coordination and easier access to necessary follow up services. With federal support, they will be able to collect data and build knowledge to develop and implement recommendations for early childhood system enhancements that will lead to better health outcomes for the District of Columbia's children.

We at *Help Me Grow* National are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Paul H. Dworkin, MD

Jumpstart
Children first.

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

October 9, 2013

To whom it may concern:

I am writing today to express Jumpstart DC's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Jumpstart is a national early education organization working toward the day every child in America enters kindergarten prepared to succeed. Jumpstart delivers a research-based and cost-effective program by training over 350 college students and community volunteers to serve over 800 preschool-age children in low-income neighborhoods of DC. A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

Jumpstart recognizes the early years of children's lives as a critical time for language and literacy development. Much of the development that takes place during this stage determines children's success in kindergarten and beyond. We choose to leverage our resources, in the form of a proven supplemental curriculum and relationships with dedicated adults, to impact children who are **36 to 59 months of age** at the beginning of the school year.

During the regular school year, teams of Jumpstart Corps members engage a classroom of preschool children in a two-hour Jumpstart session twice a week. Through Jumpstart sessions, teams deliver a curriculum based on Jumpstart's three language and literacy domains: oral language, books and print knowledge, and phonological awareness. Each Corps member is paired with approximately three children and supports these partner children directly through select session elements, sharing responsibility for supporting the larger classroom of children during other parts of the session.

In addition to working with children in Jumpstart sessions, each Corps member also completes two to six hours of Classroom Assistance Time per week. Classroom Assistance Time allows Corps members and program partners to work together to build stronger adult-child relationships, lower the adult-child ratios in classrooms, develop Corps members' teaching skills, and increase communication between teachers and Corps members. During Classroom Assistance Time, Corps members can support teachers' needs in delivering their curriculum, much like Jumpstart asks teachers to support the Jumpstart session.

Jumpstart sites and regional offices also coordinate volunteer engagement activities. Through volunteer engagement, Jumpstart seeks to involve additional campus and community members in services to benefit the Jumpstart program, our program partners, and the children and families we serve. Jumpstart staff or a volunteer coordinator work with site managers and program partners to determine volunteer engagement projects that meet a specific program, center, or family need.

Jumpstart recognizes that families are children's first and most important teachers. Jumpstart's family involvement approach is based on two key components: ongoing, consistent communication and the Jumpstart-home learning connection. Jumpstart uses ongoing, consistent communication to build families' knowledge of Jumpstart and to inform them of their children's interests and accomplishments in Jumpstart sessions. This process of involving, informing and educating families may happen face-to-face, if families are available, but also includes monthly communication sent home to families. Jumpstart also strives to build connections between the Jumpstart session and children's learning at home by providing families with resources and ideas to support their ongoing engagement in their children's language and literacy development. Jumpstart's Family Calendar and unit newsletters include take-home activities that support the Jumpstart-home learning connection. For families that are available and interested, Corps members should welcome family members' participation in Jumpstart sessions, and have conversations about children's interests and activities at home.

Jumpstart works to reach these goals through a variety of public/private partnerships. We work with the Corporation for National and Community Service to provide a base of funding for our AmeriCorps programming. We also leverage private dollars to support programming opportunities across the network. One example of this is a partnership between Jumpstart and the UPO Foster Grandparent program through Senior Corps, and a grant from Boeing. Jumpstart is consistently looking for new ways to leverage these types of partnerships in order to expand our programming to target populations.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Jumpstart DC are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Elizabeth Huber
Interim Executive Director
Jumpstart, Washington DC

Mary's Center
www.maryscenter.org
202.483.8196

Saving lives and creating stronger communities, one family at a time.

Race to the Top Early Learning Challenge Review Committee
C/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

This heartfelt letter of support is provided for the District of Columbia's Race to the Top Early Learning Challenge application. Mary's Center is a federally qualified health center committed to providing comprehensive family healthcare, social supports and family literacy to guarantee that families have healthy pregnancies, stay healthy throughout their lifecycle and have the necessary social and educational supports to move up the economic ladder.

In our 25 years in this city we have never seen a more committed group of government leaders who have strategically focused on reforming the systems that support families in consultation and in partnership with community based agencies. While the city was not successful with their last RTT -ELC grant application, they nonetheless incorporated their application deliverables into the work of the SECDCC, our State Early Childhood Development Council, of which I'm a active participant as head of the Mary's Center. In this short period of time the members of the committee from both the public and the private agencies have agreed on quality standards to be implemented across the early learning and development sectors along with making sure that the Common Core and the early learning standards correlate to each other.

This rigorous and at times contentious process has been extremely successful to begin to work on early learning and development outcomes, to expect high quality accountable programs, to commit to prepare teachers that are also engaging and continuously learning and to guarantee that all public and private programs serving families are integrated in practice and sharing data that

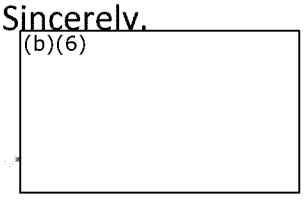
is tracked for quality improvement. That is why we have been anxiously awaiting the support that comes with an RTT-ELC grant to guarantee that these projects come to full fruition. We are at that tipping point and the support of this grant will implement systems that will only get stronger throughout the years regardless of the leadership in place.

I would be remised if I did not state that we are proud of District's commitment to establishing universal access to Pre-K for 3- and 4-year-olds, and the expansion of home visitation both programs that have advanced learning, prevented child abuse and neglect and advanced the health and well being of all of our most vulnerable children in the city. Being a health care provider we see the benefits of parents who feel joyful in seeing their children safe and thriving educationally and emotionally.

We have never been more confident that we can implement what has been set forth in the application and Mary's Center is prepared to continue to support all the mentioned efforts to make sure that this city becomes the model for how families can and should be served. Our children's success will define the progress of our Nation's Capital.

Thank you in anticipation for your strong consideration of the District's of Columbia's application. Please do not hesitate to contact me at mgomez@maryscenter.org or at 202-420-7005.

Sincerely,



Maria Gomez, President/CEO
Mary's Center

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Powell Bilingual Elementary School

Principal Janeece Docal

1350 Upshur Street, NW, Washington, DC 20011 | Phone: (202) 671-6270 | www.dcps.dc.gov/DCPS/powell

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To Race to the Top Early Learning Challenge Review Committee:

I am writing today to express Powell Bilingual Elementary School's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. At Powell, our primary focus is on academic rigor, teaching and learning, and educating the whole child in a nurturing community and family-friendly school so that all students are prepared to succeed at the high school and college of their choice. Powell Bilingual Elementary is the school that first piloted Tools of the Mind curriculum for DCPS, Universal HeadStart model, and is part of Joe's Champs. We also are a part of the Common Core Collaborative and winner of the Fight for Children Quality School Initiative Rising Star Award. As a Flamboyan demonstration site, we also conduct home visits to all families and have Academic Parent Teacher Team meetings. We also support parent development and empowerment through La Trenza Leadership programs and our parent organization, POPPs (Parents Organized for the Power of Powell). We have a waiting list and would love to serve more families, who are currently predominantly Culturally and Linguistically Diverse from the Petworth community.

A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population. The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Powell Bilingual Elementary School are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Janeece Docal

We educate, prepare, and inspire all students to reach their highest potential...
Nosotros educamos, preparamos e inspiramos a todos los estudiantes para que alcancen su mejor potencial...

RAISE DC

October 10, 2014

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave. NW, Suite 223
Washington, DC 20004

To Whom It May Concern:

On behalf of Raise DC, I am pleased to express strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Raise DC is a public/private partnership that aligns programs, practices, and stakeholders to provide every youth with opportunities for success from cradle to career. Raise DC seeks to:

- Increase the percent of children entering kindergarten ready to learn;
- Increase the number of youth attaining a post secondary credential;
- Increase the percent of students who graduate from high school;
- Reduce the percent of disconnected youth who are not in school and not working; and
- Increase the number of older youth who are employed full-time.

A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors. In addition, cross-sector leaders are working collaboratively through the Raise DC Early Childhood Change Network to improve the number of children (ages 0-5) who receive screenings for developmental delays by determining: 1) The process children undergo to receive these screenings, 2) Which entities provide these screenings, 3) What happens to the data once it is collected, and 4) Develop strategies to better serve identified children to work towards the goal of more children ready for kindergarten.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Raise DC are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Herbert Tillery
Co-Chair, Raise DC

(b)(6)

Wendy Goldberg
Co-Chair, Raise DC

FIGHT FOR CHILDREN

CHAMPIONING CHANGE ★ CHANGING LIVES

September 17. 2013

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To Whom It May Concern:

I am writing today to express the State Early Childhood Development Coordinating Council's (SECDCC) strong support for the District of Columbia's Race to the Top Early Learning Challenge application. The mission of the SECDCC is to support and advocate for policies and practices to ensure a comprehensive early childhood education and development system for infants, toddlers, and young children by improving collaboration and coordination among agencies and community partners in the District of Columbia in Order for all children and families to thrive.

A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors. With strong urging and support from the Gray Administration, District agencies like the Office of the State Superintendent of Education, D.C. Public Schools and Public Charter Schools have collaborated with social service agencies and community based organizations to elevate the quality of preschool education across all sectors. We all anticipate implementation of a Kindergarten Readiness Assessment and a new Quality Rating Improvement System to help guide that elevation of quality and universal improvement of outcomes for DC children.

1726 M Street NW, Suite 202
Washington, DC 20036
Main 202.772.0400
Fax 202.772.0401
www.fightforchildren.org

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at SECDCC are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

John H. McKoy
Director of Programmatic Initiatives, Fight For Children
Chair, State Early Childhood Development Coordinating Council

Southeast Children's Fund
Professional Development Institute
4224 6th Street SE
Washington, DC 20032

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:
I am writing today to express Southeast Children's Fund's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Southeast Children's Fund's (SCF) mission is to empower underserved children, families and the professionals who work with them to achieve success in school and in life, through research-based, high quality, and innovative educational programs that address their needs. The Southeast Children's Fund Professional Development Institute (SCF/PDI) has been providing quality training in early childhood education and care since 1994. Research has established that the level and quality of care is directly linked to the amount of formal training the staff receive and the quality of their work. Our training brings each person devoted to the delivery of child care the opportunity for success. We equip them with the skills required to gain employment; we improve their knowledge and understanding of child development and early care and education. We provide specialized training and increase job opportunities and experiences for child care professionals. A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors. With the launch of the revised Child Development Associate (CDA) credentialing process, Southeast Children's Fund updated the CDA course offered to individuals who are interested in pursuing a career in the field of Early Care and Education to ensure there are qualified candidates to fill entry level positions in schools, centers and child care and education homes, capable of enrolling in an Associate's and Bachelor's degree program.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Southeast Children's Fund are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Frances J. Rollins, COO

October 11 2013

Mr. Jesús Aguirre
State Superintendent for Education
Office of the State Superintendent of Education
District of Columbia
810 1st Street NE, 9th Floor
Washington, DC 20002

Dear Mr. Aguirre:

SRI International would be pleased to be a research partner with the District of Columbia's Office of the State Superintendent of Education on its application in the Race to the Top- Early Learning Challenge (RTT-ELC) Competition, CFDA #84.412A, of the U.S. Departments of Education and Health and Human Services. We understand that the purpose of the RTT-ELC program is to improve the quality of early learning and development and close the achievement gap for children with high needs.

SRI will partner with the DC Office of State Superintendent for Education specifically to address Competitive Preference Priority #4: Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades. We will develop a formative assessment for use with 3- and 4-year-olds that is aligned with the K-3 formative assessment being developed by a multistate consortium, of which DC is a member and SRI is a research partner. By extending the formative assessment to the preschool years, DC will provide a critical tool in the development of a preschool through third-grade system, enabling teachers, families, and communities to monitor children's learning consistently across the early learning years.

The SRI Education Division staff offers deep expertise and experience in early childhood development, learning standards and assessment, assessment design including Evidence-Centered Design and Universal Design for Learning, technology-enhanced assessment, large-scale multisite project management, and stakeholder engagement, all of which will be needed to successfully design and implement the system.

We understand that the District of Columbia's Office of State Superintendent for Education will serve as the lead agency on this grant and that SRI will take a leadership role in the preschool assessment development process.

We are very impressed with the forward-thinking approach you have taken in your RTT-ELC application and look forward to working with you on this critically important work.

Sincerely,

(b)(6)

Patrick Shields, Ph.D.
Executive Director
Education Division

Sunshine Early Learning Center
4224 6th Street SE
Washington, DC 20032

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express Sunshine Early Learning Center strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Sunshine Early Learning Center (SELC) is a community-based organization specializing in early care and education that currently operates seven infant/toddler and six Pre-kindergarten Program (PKEEP) classrooms. As a community-based child development center participating in the Child Care Subsidy Program, the Center has a Gold designation under the Going for the Gold Tiered Rate Reimbursement System.

A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Sunshine Early Learning Center are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Frances J. Rollins, Executive Director

Attachment 49: Letter of Support National Black Child Development Institute - TEACH

NBCDI
National Black Child Development Institute

President and CEO
FELICIA DEHANEY, PH.D.

President Emeritus
EVELYN K. MOORE

BOARD OF DIRECTORS
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Detroit, MI

T. ANTHONY WALLER
Wal-Mart Stores
Bentonville, AR

Ex-Officio

MICHAEL G. JOHNSON
United Parcel Service (UPS)
Atlanta, GA

October 11, 2013

To Whom It May Concern,

Since October 2010, the National Black Child Development Institute (NBCDI) has had the honor of coordinating and distributing over 300 higher education scholarships and over 500 CDA (Child Development Associate) credential scholarships to teachers working in early care and education throughout the District of Columbia. Through the evidence-based, nationally-recognized T.E.A.C.H. Early Childhood DC program, and with funding from the DC Office of the State Superintendent of Education (OSSE) and the Washington Area Women's Foundation, NBCDI has been able to support the college enrollment and success of scholarship recipients working in 99 child care centers and 10 family child care providers across the District – 147 of whom are focused on providing high-quality care to infants and toddlers. In only three years, we have already seen 21 students graduate with Associate's and/or Bachelor's degrees, maintaining an average GPA of 3.30.

The **T.E.A.C.H**. Early Childhood® Program is an effective strategy to help address the need for a well-qualified, fairly compensated and stable workforce. **T.E.A.C.H.** addresses the enduring challenges that plague the early childhood field - high turnover, low compensation and insufficient teacher education - by building strong community approaches to professional and workforce development. The program is designed to provide sequenced educational scholarship opportunities for child care center teachers, directors and family child care home providers who work in regulated settings. T.E.A.C.H. Early Childhood® D.C. provides scholarships that supplement the costs for teachers to earn their CDA credentials, their Associate's degree or their Bachelor's degree in Early Childhood Education, Human Development, Child Development or Special Education at metro area colleges and universities. In return, the model requires that early childhood teachers commit to staying in their child care program or the field for six months to a year, depending on their chosen scholarship model.

One-third of the teachers supported through T.E.A.C.H. scholarships, including CDA scholarships, live in Wards 7 and 8, where educational attainment and advancement is deeply needed. As one teacher and mother who works in DCPS explains, *"Before, I was unable to obtain my degree due to personal and financial difficulties. This is why today I am so appreciative and thankful for the T.E.A.C.H program. It has changed my life for the better. I feel so blessed to be a part of this program and am grateful that I now see the possibilities of my future. Thank you T.E.A.C.H!"*

We look forward to continuing and expanding our work with T.E.A.C.H. DC in the context of the Race to the Top Early Learning Challenge. We continue to grow our capacity and increase our focus on the professional development of teachers serving infants and toddlers, where the community's needs are the greatest. We are committed to working with our partners across the city, including our university partners, to ensure that more teachers are receiving high-quality higher education that directly translates to improved teaching quality in the classroom.

Please don't hesitate to contact me at fdehaney@nbcdi.org or at (202) 833-2220 if you have any questions. On behalf of NBCDI, a national organization that has been working to support children and families for over 40 years in D.C. and in communities across the United States, we thank you for your commitment.

All the best,

(b)(6)

Dr. Felicia DeHaney
President and CEO

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the Deputy Mayor for Education

Abigail Smith
Acting Deputy Mayor for Education

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express my strong support for the District of Columbia's Race to the Top Early Learning Challenge application. As the Deputy Mayor for Education, I am responsible for developing and implementing the city's vision for academic excellence and for creating a high quality education continuum from birth to age 24. To achieve these goals, my office fills three major functions: we oversee a District-wide education strategy; manage interagency coordination; and provide oversight and/or support for all of the city's education related agencies, including the DC Public Schools, the Office of the State Superintendent for Education, the Public Charter School Board, and the University of DC & Community College of DC.

The District's ambitious Race to the Top Early Learning Challenge plan has been developed and refined through extensive consultation with a wide range of public agencies, nonprofit organizations and thought leaders across the city. The plan focuses on five critical areas of work that directly build on achievements over the last several years. These are:

- Refining and expanding a common QRIS for the District;
- Building our capacity to serve infants and toddlers, in particular through QRIS and workforce development strategies;
- Improving outcomes for children in PK-3rd grade through strategic changes to our assessments, standards, professional development, and family engagement systems;
- Significantly enhancing links between health and early childhood education systems;
- Developing a substantially more robust data system that is longitudinal as well as fully integrated with the health, early intervention and social services sectors.

Each of these core areas of work directly intersects with my office's three principal functions. Given how paramount these intersections are, together with the Deputy Mayor for Health and Human Services, I participated in three community meetings aimed at broadly sharing the Race to the Top plans and gathering input from stakeholders. I also dedicated key members of my staff to help lead development of the application, and my office will continue to support implementation of these critical goals.

The District of Columbia has set for itself a vital course of work to ensure that all children and families are thriving. The plan detailed in this application will help us get there. We appreciate your careful consideration of this application.

Sincerely,

(b)(6)

Abigail Smith
Deputy Mayor for Education

Government of the District of Columbia

Office of the Deputy Mayor for Health and Human Services

October 15, 2013

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express my strong support for the District of Columbia's Race to the Top Early Learning Challenge application. As the Deputy Mayor for Health and Human Services, I work to coordinate a comprehensive system of benefits, goods and services across ten city agencies: the Child and Family Services Agency, the Department on Disability Services, the Department of Health, the Department of Health Care Finance, the Department of Human Services, the Department of Behavioral Health, the Department of Parks and Recreation, the Department of Youth Rehabilitation Services, the Office of Disability Rights, and the Office on Aging.

Our overarching objective across this complex portfolio is to ensure that children, youth, and adults (both with and without disabilities) in the District of Columbia, can lead healthy, meaningful and productive lives.

The District's ambitious Race to the Top Early Learning Challenge plan is a critical component of this work. Along with our education partners it has been developed and refined through extensive consultation with many of the HHS agencies, as well as with numerous providers, nonprofit organizations and other community partners across the city. The plan focuses on five critical areas of work that directly build on achievements over the last several years. These are:

- Refining and expanding a common Quality Rating and Improvement System (QRIS) for the District;
- Building our capacity to serve infants and toddlers, in particular through QRIS and workforce development strategies;
- Improving outcomes for children in PK-3rd grade through strategic changes to our assessments, standards, professional development, and family engagement systems;
- Significantly enhancing links between health and early childhood education systems;
- Developing a substantially more robust data system that is longitudinal as well as fully integrated with the health, early intervention and social services sectors.

All of these core areas of work directly intersect with my office's objectives and operations. Given the importance of these intersections, together with the Deputy Mayor for Education, I participated in three community meetings aimed at broadly sharing the Race to the Top plans and gathering input from stakeholders. I also dedicated key members of my staff to help lead development of the application. Should the District be awarded this grant, my office will continue to support the implementation of these critical goals.

The District of Columbia has set for itself a vital course of work to ensure that all children and families are thriving. The plan detailed in this application will help us get there. We appreciate your careful consideration of this application.

Sincerely,

(b)(6)

Beatriz Otero
Deputy Mayor for Health and Human Services

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October 11, 2013

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today as the Director of the UCLA Center for Healthier Children, Families and Communities, to express my strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Our UCLA Center serves as the home and national coordinating center for the Transforming Early Childhood Community Systems (TECCS) Initiatives, a national partnership with United Way Worldwide, and more than 40 communities across the United States, including cities like San Antonio, New Orleans, Detroit, Pasadena and Los Angeles. By joining TECCS, the District will become part of a national learning and innovation community, and will share tools, information and experience designed to improve local early childhood service systems. TECCS will be partnering with the District to provide technical assistance to help the District develop and implement a comprehensive population level measure of school readiness, using the Early Development Instrument (EDI). Using the EDI's measurement of children's cognitive, language, social emotional and physical health development the, District will use the EDI data, reported by neighborhood clusters as defined by the Office of Planning, to inform local policy, practice and targeted interventions.

The partnership between TECCS and the District will pioneer some new and innovative approaches to utilizing the EDI which will be very informative to our exiting national network. While the EDI is usually administered in kindergartens to 5 year olds, we will be implementing the EDI within all the 4 year old programs as a near universal means of accessing young children. We will also be identifying how the EDI can be used with other assessment measures including the GOLD and the K-3 formative assessments that the District has been funded to work on with the North Carolina consortium to form the Districts Kindergarten Entry Assessment (KEA). The District will also be joining the TECCS learning network as a way to highlight these accomplishments and share experiences, tools, and lessons learned to release synergies through the network's collective knowledge building].

A Race to the Top Early Learning Challenge grant will enable the partners in DC's early childhood community, to achieve significant advances on behalf of this critical population. The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top

Early Learning Challenge grant in the last round, they aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at the UCLA Center for Healthier Children Families and Communities are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Neal Halfon M.D., M.P.H
Professor of Pediatrics, Public Health and Public Policy
Director, UCLA Center for Healthier Children, Families & Communities
10990 Wilshire Boulevard, Suite 900
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UNITED PLANNING ORGANIZATION

COMMUNITY ACTION AGENCY for WASHINGTON, DC

October 9, 2013

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

For the past two years I have served on the State Early Childhood Development Coordinating Committee as a representative of Head Start. Clearly, the District of Columbia is a national leader in providing early learning opportunities to children ages 3-5 through its Pre School Initiative. Now that the goal of pre-school for all has been reached, it is time to focus on building the appropriate standards and systems that will allow for the tracking of metrics and outcomes. The real work before us is qualitative.

I am writing today to express United Planning Organization's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. UPO's mission is to unite people with opportunities. Since the inception of Head Start, UPO has worked to offer high quality services to children and their families. We work in an evolving field of study that requires data driven decision making. A Race to the Top Early Learning Challenge grant will enable us to further advance the work of incorporating the Head Start Standards in the District's QRIS and building standards and processes for uniformed measurements of high quality in the delivery of early learning.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. Innovative, high quality reforms are needed. Our delivery system, just as in many States is diverse and varied in approaches. Our work in alignment of standards, tracking and analyzing data across the total delivery system will allow us to focus on continuous improvements. We look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Dana M. Jones
President and CEO

Attachment 54: Map of Schools and Centers by Quality Rating

Schools, Community-Based Organizations (CBO) and Family Child Care (FCC) Providers Serving Children Under 5 by Quality Rating

- Bronze CBO/FCC
- Silver CBO/FCC
- DCPS
- Gold CBO/FCC
- CBO/FCC Not Accepting Subsidy
- PCS

Office of Planning ~ October 8, 2013

Government of the District of Columbia

This map was created for planning purposes from a variety of sources. It is neither a survey nor a legal document. Information provided by other agencies should be verified with them where appropriate.

Tier	Program	General Requirements	Staffing	Accreditation	Required Staff Training Hours	Required Parent Engagement
Bronze	**Center**	The program must demonstrate a learning environment conducive for the physical, socio-emotional and cognitive development of children. There must be evidence of curriculum implementation.	All program staff must be qualified as Directors, teachers, teacher assistants or classroom aides per DCMR 29, Chapter 3.	NA	All staff including Director must complete 18 hours of required training. Training must be completed by an OSSE/DEL Certified Trainer.	All programs will provide documented evidence of Parent Engagement Activities by conducting (3) parent meetings and (2) parent trainings.
	Home	The program must demonstrate a learning environment conducive for the physical, socio-emotional and cognitive development of children.	Family Home Provider including the substitute must be qualified per DCMR 29, Chapter 3.	NA	The Family Home Provider must complete 18 hours of required training. Training must be completed by an OSSE/DEL Certified Trainer.	The Family Home Provider will develop and promote positive relationships among the families to encourage and support the goals of their children.
Silver	**Center**	The program must demonstrate a learning environment conducive for the physical, socio-emotional and cognitive development of children. There must be evidence of curriculum implementation.	All program staff must be qualified as Directors, teachers, teacher assistants or classroom aides per DCMR 29, Chapter 3.	The program must be in Step 2-Application/Self-Assessment and provide written correspondence of their candidacy date from a national recognized accrediting body approved by OSSE	All staff including Director must complete 24 hours of required training. Training must be completed by an OSSE/DEL Certified Trainer.	All programs will provide documented evidence of Parent Engagement Activities by conducting (4) parent meetings and (4) parent trainings.

	Home	The program must demonstrate a learning environment conducive for the physical, socio-emotional and cognitive development of children.	Family Home Provider including the substitute must be qualified per DCMR 29, Chapter 3.	The Family Home Care must be in Step 2-Accreditation Application process and provide written correspondence of their candidacy date from National Association for Family Child Care.	The Family Home Provider must complete 24 hours of required training. Training must be completed by an OSSE/DEL Certified Trainer.	The Family Home Provider will develop and promote positive relationships among the families to encourage and support the goals of their children.
Gold	**Center**	The program must demonstrate a learning environment conducive for the physical, socio-emotional and cognitive development of children. There must be evidence of curriculum implementation	All program staff must be qualified as Directors, teachers, teacher assistants or classroom aides per DCMR 29, Chapter 3.	Accredited by a nationally recognized accrediting body approved by OSSE.	All staff including Director must complete 30 hours of required training. Training must be completed by an OSSE/DEL Certified Trainer.	All programs will provide documented evidence of Parent Engagement Activities by conducting (6) parent meetings and (6) parent trainings.
	Home	The program must demonstrate a learning environment conducive for the physical, socio-emotional and cognitive development of children.	Family Home Provider including the substitute must be qualified per DCMR 29, Chapter 3.	Accredited by the National Association for Family Child Care (NAFCC).	The Family Home provider must complete 30 hours of required training. Training must be completed by an OSSE/DEL Certified Trainer.	The Family Home Provider will develop and promote positive relationships among the families to encourage and support the goals of their children.

Child Care Subsidy (CCS) Infant and Toddler Expansion Classroom Evaluation 2013

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Executive Summary

Purpose of the Evaluation

OSSE requested Howard University Center for Urban Progress (HUCUP) to conduct the Child Care Subsidy (CCS) Infant and Toddler Expansion Classroom evaluation of 47 community-based infant/toddler programs in the District of Columbia. These centers were previously part of the Great Start DC Baseline Quality Study (BQS) which evaluated 113 infant and toddler classrooms in the District of Columbia in spring 2010. The aim of the evaluation was to assess the general quality of three types of classrooms--1) exemplary, 2) continuous improvement, and 3) baseline--and compare the general findings with the findings from similar BQS sites where evaluations were conducted in 2010.

Description of Types of Classrooms

Three types of classrooms were evaluated:

- Exemplary - (classrooms with scores of 5 of 7 and above on the BQS) received trainings every 2 months from WestEd, viewed webinars on exemplary practice, received mentor -coaching support in late spring 2013, and attended 4 trainings on the Creative Curriculum during summer 2013
- Continuous Improvement - (classrooms with scores of less than 5 of 7 on the BQS) received monthly trainings from Early Childhood Leadership Institute (ECLI), received mentor-coaching support in spring 2013, and attended 4 trainings on the Creative Curriculum during summer 2013
- Baseline - classrooms that received no intervention from ECLI during 2012-2013.

Key Findings

- Infant/toddler classrooms in all three groups averaged a score of 4.4 on ITERS-R, meaning that children in all three groups received "minimal" early care or "custodial care with some small degree of basic developmental care."
- Across the 47 classrooms observed, **Interaction** and **Parents and Staff** were the only categories that achieved a "good" average score (5.87 and 5.41 out of 7 respectively). That means that children receive adequate supervision and staff facilitate positive peer-to-peer and staff-child interactions. It also means that teacher respondents gave positive responses around provisions for parents, personal and professional needs of staff, and staff interaction and cooperation.
- The **Activities** category received an average score of 3.7 out of 7 across all three groups, meaning that many classrooms lacked materials (e.g., building blocks, games, gross motor equipment) to allow children to develop their fine motor and gross motor skills.
- **Personal Care Routines** including toileting and diapering, nap time, and provisions for meals and snacks, received an overall average score of 2.4 out of 7 meaning that basic sanitary conditions were not met at least half of the time.
- Total average scores were highest for both Exemplary and Baseline classrooms (4.5), followed by Continuous Improvement classrooms (4.0).

- Exemplary classrooms received an average score of 4.5 out of 7 which was less than 5.0 out of 7 compared to the BQS; continuous improvement classrooms received an average total score of 4.0 out of 7 which was similar to the BQS or less than 5.0 out of 7.

Limitations

One study limitation is the possible mismatch of classrooms for exemplary and continuous improvement classroom from BQS to the present study because of teacher changes from 2010 to 2013. Also, ECLI included additional classrooms at some exemplary and continuous improvement sites to give all the classrooms at a site the opportunity to be part of the intervention. As a result, findings from the present study may not be comparable to the BQS. Another study limitation was the small number of baseline classrooms (9 classrooms) of which two-thirds (or 6 of 9 classrooms) were from the same center.

Recommendations

The following recommendations are based on the findings from the infant/toddler evaluation:

1. Continue interventions to support infant and toddler practices that would improve program quality.
2. Focus ongoing professional development (e.g., coaching and mentoring, ongoing trainings) in all areas of ITERS-R, especially ***Personal Care Routines***, ***Activities***, ***Space and Furnishings***, ***Program Structure***, and ***Listening and Talking***.

Overview

The Child Care Subsidy (CCS) Infant and Toddler Expansion Classroom evaluation provides a report on the quality of three types of infant/toddler classrooms in the District of Columbia: 1) exemplary, 2) continuous improvement, and 3) baseline. The classrooms are part of an intervention study conducted by the Early Childhood Leadership Institute (ECLI) at the University of the District of Columbia. The present evaluation follows the Great Start DC Baseline Quality Study (BQS) conducted in spring 2010 (Great Start DC, 2010) which measured the quality of infant/toddler programming in 113 community-based infant and toddler classrooms programs in the District of Columbia in 2010.

During spring 2013, OSSE requested Howard University Center for Urban Progress (HUCUP) to conduct the CCS Infant and Toddler Expansion Classroom evaluation of 47 community-based infant/toddler programs in the District of Columbia. The aim of the evaluation was to assess the general quality of three types of classrooms--1) exemplary, 2) continuous improvement, and 3) baseline--and compare the general findings with the findings from similar BQS sites where evaluations were conducted in 2010.

The following three types of classrooms were evaluated. **Exemplary** classrooms (classrooms with scores of 5 out of 7 and above on the BQS) received trainings every 2 months from WestEd, viewed webinars on exemplary practice, received mentor-coaching support in late spring 2013, and attended 4 trainings on Creative Curriculum during summer 2013. **Continuous improvement** classrooms (classrooms with scores of less than 5 out of 7 on the BQS) received monthly trainings from ECLI, received mentor-coaching support in spring 2013, and attended 4 trainings on Creative Curriculum during summer 2013. **Baseline** classrooms received no intervention from ECLI during 2012-2013.

Method

Sample

Table 1: Number and Percentage of Type of Classrooms (N=47)

	Type of Classroom	n (%)
1	Exemplary	22 (47)
2	Continuous Improvement	16 (34)
3	Baseline	9 (19)

Of the 47 classrooms which were part of the study, 24 classrooms (or 47 percent) were exemplary, 16 classrooms (or 34 percent) were continuous improvement, and 9 classrooms (or 19 percent) were baseline (see Table 1 and Appendix A for a list of sites). All 47 classrooms were part of the ECLI intervention study and all but one was CCS community-based infant/toddler programs located in the District of Columbia. One center was a private program.

Instrument

The evaluation team used the *Infant/Toddler Environment Rating Scale-Revised Edition (ITERS-R)* to evaluate classroom quality. This instrument assesses the overall program structure and general learning environment for infants and toddlers (see Appendix B for a more detailed description of the instrument). ITERS-R is an observation instrument designed to assess center-based child care programs with infants and toddlers up to 30 months of age. It measure spatial, programmatic, and interpersonal features of the program environment. The instrument contains thirty-seven (37) items and seven (7) subscales: 1) ***Space and Furnishings***, 2) ***Personal Care Routines***, 3) ***Listening and Talking***, 4) ***Activities***, 5) ***Interaction***, 6) ***Program Structure***, and

7) ***Parent and Staff***. Within these subscales are thirty-nine (39) items. The scoring of this instrument ranges from 1 (inadequate) to 7 (excellent).

Procedure

To conduct the evaluation, HUCUP received a list of sites from OSSE grouped by type of classroom. The HUCUP project coordinator contacted each site to schedule the observation which occurred from July 7, 2013 to September 6, 2013. On the scheduled observation date, a researcher visited the site during the morning hours (from 9:00 a.m. to 1:00 p.m. or nap time) and conducted the observation using the ITERS-R instrument. Once the observation was completed, the researcher conducted a brief interview with the teacher to obtain further details on specific indicators. At the office, an HUCUP field supervisor reviewed the ITERS-R scores and field notes to ensure quality of the data before finalizing the observation.

Analysis

The classroom observation findings yielded both qualitative and quantitative data. Descriptive statistics (i.e., mean scores and frequency distributions) were analyzed using SPSS 20. The data provided insight into program quality of infant/toddler programs for the three types of classrooms and overall.

Limitation

One study limitation is the possible mismatch of classrooms for exemplary and continuous improvement classroom from BQS to the present study because of teacher changes from 2010 to 2013. Also, ECLI included additional classrooms at some exemplary and continuous improvement sites to give all the classrooms at a site the opportunity to be part of

the intervention. As a result, findings from the present study may not be comparable to the BQS. Another study limitation was the small number of baseline classrooms (9 classrooms) of which two-thirds (or 6 of 9 classrooms) were from the same center.

Key Findings

- Infant/toddler classrooms in all three groups averaged a score of 4.4 on ITERS-R, meaning that children in all three groups receive "minimal" early care or "custodial care with some small degree of basic developmental care."
- Across the 47 classrooms observed, **Interactions** and **Parents and Staff** were the only categories that achieved a "good" average score (5.87 and 5.41 out of 7 respectively). That means that children receive adequate supervision and staff facilitate positive peer-to-peer and staff-child interactions. It also means that teacher respondents gave positive responses around provisions for parents, personal and professional needs of staff, and staff interaction and cooperation.
- The **Activities** category received an average score of 3.7 across all three groups, meaning that many classrooms lacked materials (e.g., building blocks, games, gross motor equipment) to allow children to develop their fine motor and gross motor skills.
- **Personal Care Routines** includes toileting and diapering, nap time, and provisions for meals and snacks, received an overall average score of 2.4 which means that basic sanitary conditions are not met at least half of the time.
- Total average scores were highest for both Exemplary and Baseline classrooms (4.5), followed by Continuous Improvement classrooms (4.0).

- Exemplary classrooms received an average score of 4.5 out of 7 which was less than 5.0 out of 7 compared to the BQS; continuous improvement classrooms received an average total score of 4.0 out of 7 which was similar to the BQS or less than 5.0 out of 7.

All Classrooms

The ITERS-R total average score for the 47 classrooms was 4.4, which indicates "minimal" early care or "care that meets custodial and to some small degree basic developmental needs". From highest to lowest, the average subscale scores across all 47 classrooms were: ***Interaction*** (5.9 out of 7), ***Parents and Staff*** (5.4 out of 7), ***Listening and Talking*** (4.8 out of 7), ***Program Structure*** (4.7 out of 7), ***Space and Furnishings*** (4.3 out of 7), ***Activities*** (3.7 out of 7), and ***Personal Care Routines*** (2.4 out of 7) (see Figure 1).

It should be noted that the ITERS-R ***Parents and Providers*** subscale scores are mostly garnered from the perceptions of the providers during the interview portion of the observation.

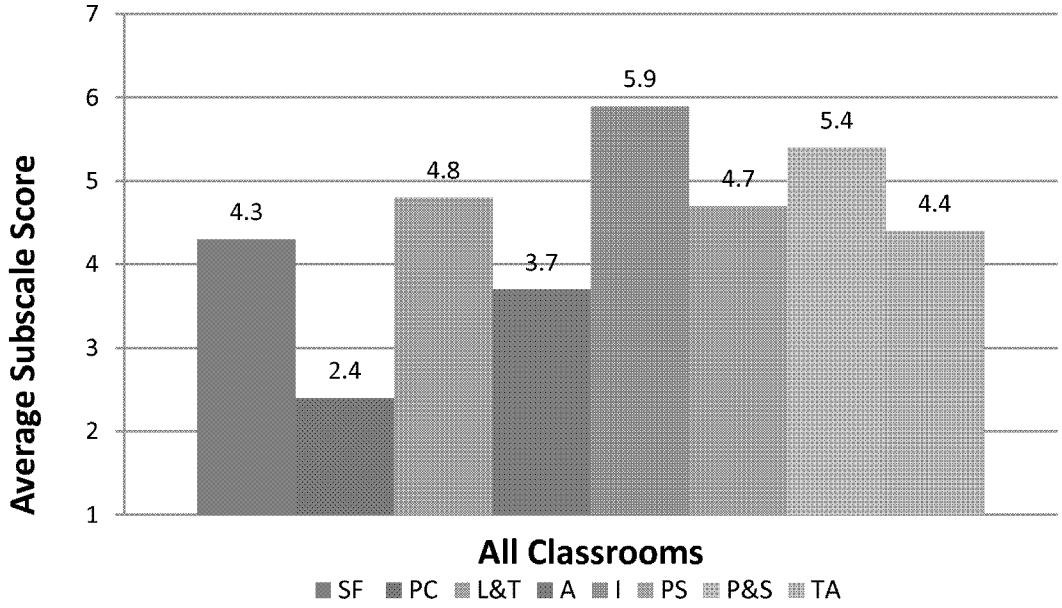
Field Notes and Summary

Analysis of field notes for the infant and toddler classroom observations across all 47 classrooms found that ***Interaction*** and ***Parents and Staff*** were generally in the "good quality" or basic developmental care range. Attention needs to be placed on ***Personal Care Routines, Activities, Space and Furnishings***, ***Program Structure***, *and* ***Listening and Talking*** as these were the lower subscale scores.

Notes indicate that for the ***Personal Care Routines*** subscale (2.4 out of 7); *meals and snacks, nap time, diapering and toileting*, and other *health practices* were not generally hygienically maintained in the classrooms. For the ***Activities*** subscale (3.7 out of 7), provisions for areas such as: 1) active physical play, 2) art, 3) music and movement, 4) blocks, 5) sand and

water, 6) nature and science, and 7) technology, were not widely available in the centers. Activities to promote the *understanding and acceptance of diversity* were also not widely included in daily routines. For the ***Space and Furnishings*** subscale (4.3 out of 7), there was enough but not ample indoor space and furniture for routine care and play. Also, there were not many colorful simple pictures, posters and/or photographs displayed throughout the room. For the ***Program Structure*** subscale (4.7 out of 5), the schedule did not always provide balance of indoor and outdoor activities, ample and varied toys and materials, and much equipment for free play. For the ***Listening and Talking*** subscales (4.8 out of 7), staff did not generally talk about many different topics with children or have a wide selection of books (races, ages, abilities, animals, familiar objects, familiar routines) accessible (see Figure 1).

Figure 1: ITERS-R Subscale Scores - All Classrooms (N=47 classrooms)



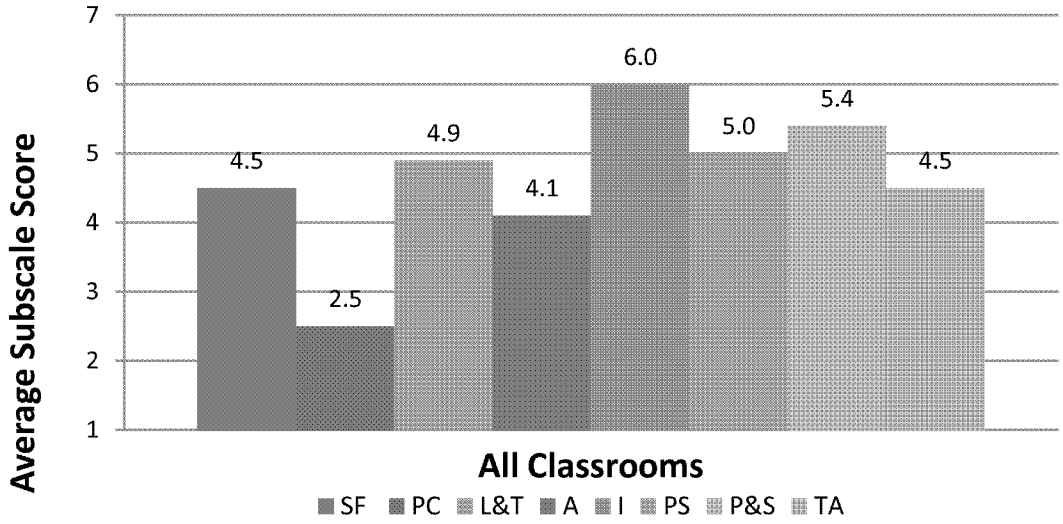
SCORES: Score for each subscale range from 1-7 with 1-Inadequate; 3-Minimal; 5-Good; & 7-Excellent

KEY: SF=Space and Furnishings; PC=Personal Care Routines; L&T=Listening and Talking; A=Activities; I=Interaction; PS=Program Structure; P&S=Parents and Staff; TA=Total Average Classroom Environment Score

Exemplary Classrooms

The ITERS-R total average (mean) score for the 22 exemplary classrooms was 4.5 out of 7, which indicates "minimal" early care or "care that meets custodial and to some small degree basic developmental needs". From highest to lowest, the average subscale scores for the 22 exemplary classrooms were: ***Interaction*** (6.0 out of 7), ***Parents and Staff*** (5.4 out of 7), ***Program Structure*** (5.0 out of 7), ***Listening and Talking*** (4.9 out of 7), ***Space and Furnishings*** (4.5 out of 7), ***Activities*** (4.1 out of 7), and ***Personal Care Routines*** (2.5 out of 7) (see Figure 2 and Table 2).

Figure 2: ITERS-R Subscale Scores - Exemplary Classrooms (n=22)



N=47 classrooms

SCORES: Score for each subscale range from 1-7 with 1-Inadequate; 3-Minimal; 5-Good; & 7-Excellent

KEY: SF=Space and Furnishings; PC=Personal Care Routines; L&T=Listening and Talking; A=Activities; I=Interaction; PS=Program Structure; P&S=Parents and Staff; TA=Total Average Classroom Environment Score

Table 2: Exemplary Classrooms - ITERS-R Subscale and Total Scores by Class (n=22 classrooms)

CLASSROOM	SF	PC	LT	A	I	PS	P&S	TS
1	3.20	1.60	4.00	3.33	5.25	4.67	6.14	4.00
2	4.80	2.60	5.33	3.67	7.00	5.00	4.57	4.47
3	3.80	2.00	4.67	3.13	5.75	3.00	5.43	3.94
4	5.00	2.50	4.00	5.44	6.00	5.50	5.86	4.95
7	4.40	2.40	4.67	4.44	5.50	5.00	5.29	4.50
8	4.80	3.60	5.33	4.38	6.50	7.00	6.43	5.29
9	6.40	3.00	5.67	3.89	6.75	6.67	5.29	5.08
10	3.60	1.60	4.33	3.33	4.50	4.00	5.57	3.83
11	5.80	2.67	4.33	5.11	6.25	6.50	6.00	5.18
12	6.60	5.20	5.00	5.00	6.25	6.25	6.29	5.76
13	3.20	1.17	6.00	4.44	5.50	5.00	3.14	3.82
16	3.40	2.50	4.67	2.90	4.00	4.67	4.71	3.63
20	5.00	1.60	5.33	5.33	6.25	5.33	4.43	4.69
22	6.20	3.60	5.00	4.75	6.75	5.00	5.71	5.26
35	3.40	1.60	4.00	3.78	6.00	3.33	5.29	3.94
36	5.00	2.00	5.67	4.89	6.50	5.50	6.71	5.14
37	3.20	3.67	3.67	3.22	6.00	4.00	6.00	4.22
38	4.20	1.60	4.67	3.13	5.75	3.33	5.29	3.94
39	4.80	3.40	5.33	4.67	7.00	7.00	5.43	5.17
40	3.20	3.60	5.67	2.75	6.25	3.00	5.29	4.03
41	3.00	1.60	4.33	2.83	6.25	3.33	4.86	3.70
45	5.60	1.60	5.67	4.75	6.00	5.00	5.43	4.79
Average	**4.48**	**2.51**	**4.88**	**4.05**	**6.00**	**5.05**	**5.42**	**4.52**

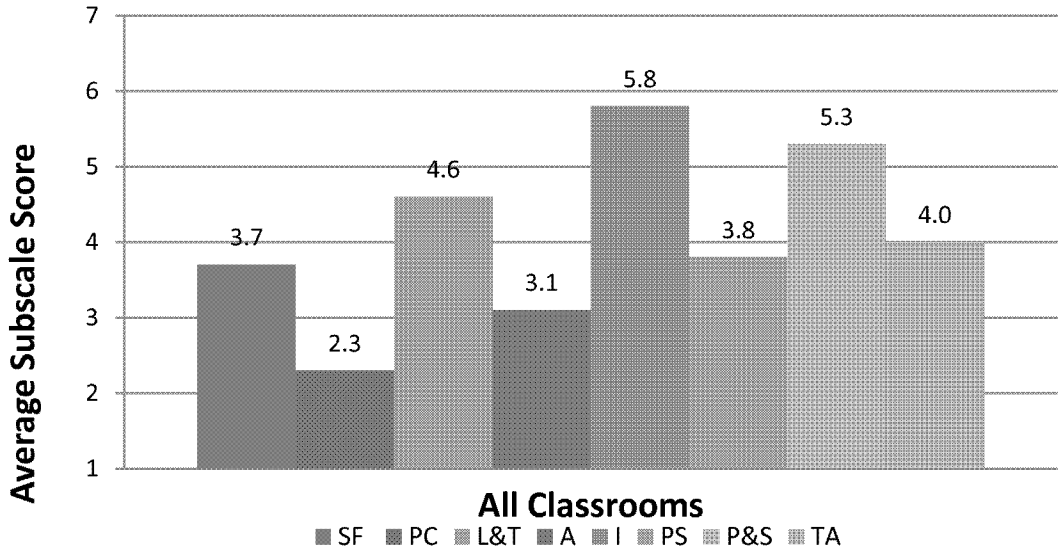
SCORES: Score for each subscale range from 1-7 with 1-Inadequate; 3-Minimal; 5-Good; & 7-Excellent

KEY: **SF**=Space and Furnishings; **PC**= Personal Care Routines; **LT**= Listening and Talking; **A**=Activities; **I**=Interaction; **PS**= Program Structure; **P&S**= Parents and Staff; **TS** = Total Average Score

Continuous Improvement Classrooms

The ITERS-R total average score for the 16 continuous improvement classrooms was 4.0 out of 7, which indicates "minimal" early care or "care that meets custodial and to some small degree basic developmental needs". From highest to lowest, the average subscale scores for the 16 continuous improvement classrooms were: ***Interaction*** (5.8 out of 7), ***Parents and Staff*** (5.3 out of 7), ***Program Structure*** (3.8 out of 7), ***Listening and Talking*** (4.6 out of 7), ***Space and Furnishings*** (3.7 out of 7), ***Activities*** (3.1 out of 7), and ***Personal Care Routines*** (2.3 out of 7) (see Table 3 and Figure 3).

Figure 3: ITERS-R Subscale Scores – Continuous Improvement Classrooms (n=16 classrooms)



N=47 classrooms

SCORES: Score for each subscale range from 1-7 with 1-Inadequate; 3-Minimal; 5-Good; & 7-Excellent

KEY: SF=Space and Furnishings; PC=Personal Care Routines; L&T=Listening and Talking; A=Activities; I=Interaction; PS=Program Structure; P&S=Parents and Staff; TA=Total Average Classroom Environment Score

Table 3: Continuous Improvement Classrooms - ITERS-R Subscale and Total Scores by Class (n=16 classrooms)

CLASSROOM	SF	PC	LT	A	I	PS	P&S	TS
5	5.40	3.00	5.00	2.88	6.00	4.33	5.14	4.37
6	4.80	2.00	4.00	3.38	6.50	4.00	6.00	4.38
14	4.20	2.67	5.33	3.89	6.00	5.00	5.14	4.41
15	4.80	5.33	6.00	2.25	7.00	4.00	5.43	4.74
17	4.80	1.00	4.33	3.44	3.75	3.00	N/A	3.36
18	2.40	2.50	3.67	1.50	6.00	5.33	5.14	3.50
19	3.20	1.60	4.33	3.67	5.00	6.00	4.57	4.47
29	3.20	2.60	4.33	2.56	4.50	2.00	5.86	3.66
30	3.00	1.60	3.33	1.89	6.00	4.00	5.29	3.43
31	3.40	2.33	5.67	2.00	6.75	3.00	4.71	3.69
32	4.20	2.50	4.33	3.33	5.75	3.67	5.71	4.14
33	4.00	2.33	4.33	2.38	5.75	3.00	5.86	3.86
34	4.40	2.17	3.33	4.78	4.25	3.67	5.71	4.22
44	3.20	1.60	4.33	4.89	6.25	5.33	4.29	4.22
46	2.40	1.00	6.00	4.00	5.00	2.67	4.71	3.67
47	2.20	1.20	5.33	3.56	5.75	1.67	5.57	3.67
Average	**3.65**	**2.30**	**4.62**	**3.13**	**5.77**	**3.85**	**5.28**	**4.03**

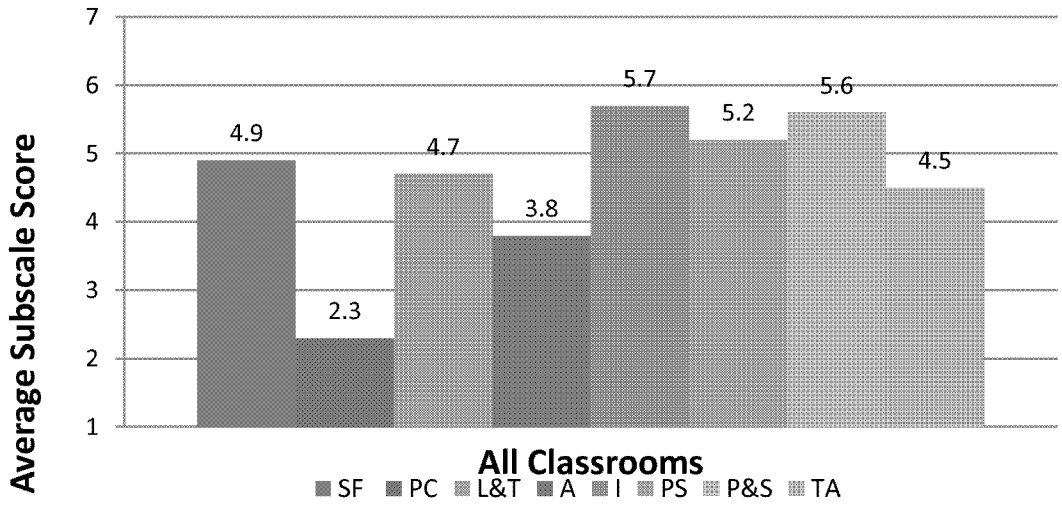
SCORES: Score for each subscale range from 1-7 with 1-Inadequate; 3-Minimal; 5-Good; & 7-Excellent

KEY: **SF**=Space and Furnishings; **PC**= Personal Care Routines; **LT**= Listening and Talking; **A**=Activities; **I**=Interaction; **PS**= Program Structure; **P&S**= Parents and Staff; **TS** = Total Average Score

Baseline Classrooms

The ITERS-R total average score for the 9 baseline classrooms was 4.5 out of 7, which indicates "minimal" early care or "care that meets custodial and to some small degree basic developmental needs". From highest to lowest, the average subscale scores for the 9 baseline classrooms were: ***Interaction*** (5.7 out of 7), ***Parents and Staff*** (5.6 out of 7), ***Program Structure*** (5.2 out of 7), ***Listening and Talking*** (4.7 out of 7), ***Space and Furnishings*** (4.9 out of 7), ***Activities*** (3.8 out of 7), and ***Personal Care Routines*** (2.3 out of 7) (see Table 4 and Figure 4).

Figure 4: ITERS-R Subscale Scores - Baseline Classrooms (n=9 classrooms)



N=47 classrooms

SCORES: Score for each subscale range from 1-7 with 1-Inadequate; 3-Minimal; 5-Good; & 7-Excellent

KEY: SF=Space and Furnishings; PC=Personal Care Routines; L&T=Listening and Talking; A=Activities; I=Interaction; PS=Program Structure; P&S=Parents and Staff; TA=Total Average Classroom Environment Score

Table 4: Baseline Classrooms - ITERS-R Subscale and Total Scores by Class (n=9 classrooms)

CLASSROOM	SF	PC	LT	A	I	PS	P&S	TS
21	4.20	1.60	4.00	3.33	4.00	5.25	5.57	3.97
23	3.80	2.40	4.00	3.11	5.75	3.75	5.71	4.03
24	5.80	3.50	5.67	5.22	6.50	7.00	6.29	5.66
25	5.00	2.50	4.33	4.00	6.00	6.50	4.57	4.42
26	3.60	1.60	4.00	2.38	5.00	3.33	5.43	3.57
27	6.20	1.83	4.33	3.78	5.75	4.75	6.00	4.55
28	4.40	1.20	4.33	3.14	6.25	4.50	5.43	4.09
42	4.80	3.00	5.33	5.44	5.75	5.50	5.71	5.05
43	6.20	3.00	6.00	4.13	6.50	6.00	6.00	5.17
Average	**4.90**	**2.30**	**4.67**	**3.84**	**5.72**	**5.18**	**5.63**	**4.50**

SCORES: Score for each subscale range from 1-7 with 1-Inadequate; 3-Minimal; 5-Good; & 7-Excellent

KEY: **SF**=Space and Furnishings; **PC**= Personal Care Routines; **LT**= Listening and Talking; **A**=Activities; **I**=Interaction; **PS**= Program Structure; **P&S**= Parents and Staff; **TS** = Total Average Score

Summary

A sample of 47 community-based infant and toddler programs (22 exemplary, 16 continuous improvement, and 9 baseline classrooms) in the District of Columbia were evaluated to obtain a picture of infant and toddler programming among the three types of classrooms. The aim of the evaluation was to assess the general quality of three types of classrooms and compare the general findings with the findings from similar BQS sites where evaluations were conducted in 2010. The *Infant/Toddler Environment Rating Scale, Revised Edition* (ITERS-R) was used to evaluate the spatial, programmatic, and interpersonal quality of the programs.

Findings across all 47 classrooms revealed that quality was generally in the "minimal" range meaning "care meets custodial and to some small degree basic developmental needs". Highest subscale scores for all three categories were ***Interaction*** and ***Parent and Staff***.

Exemplary classrooms and baseline classrooms also had "good quality" average scores for ***Program Structure***.

Overall, across all 47 sites, the highest subscale score in the "good quality" range was ***Interaction***. Special attention needs to be paid to ***Activities*** and ***Personal Care Routines***, as these areas were the lowest subscale scores in the "minimal quality" range in all three groups.

Furthermore, exemplary classrooms received an average score of 4.5 out of 7 which was less than 5.0 out of 7 compared to the BQS. Continuous improvement classrooms received an average total score of 4.0 out of 7 which was similar to the BQS or less than 5.0 out of 7.

Recommendations

1. Continue interventions to support infant and toddler practices and policies that would continuously improve program quality.
2. Focus ongoing professional development (e.g., coaching and mentoring, ongoing trainings) in all areas of ITERS-R, especially ***Personal Care Routines***, ***Activities***, ***Space and Furnishings***, ***Program Structure***, and ***Listening and Talking***.

References

Great Start DC (2010). *The state of infant and toddler care in the District of Columbia: Baseline quality study and workforce survey*. Washington, DC: Great Start DC.

Appendices

A. List of Sites
B. Infant/Toddler Environment Rating Scale – Revised (ITERS-R): Description of Items

Appendix A

List of Sites

No.	Center Name	Grouping*
1	Assembly of the Saints CDC	1
2	Barbara Chambers	1
3	Barbara Chambers	1
4	Bright Beginnings	1
5	Bright Start	2
6	Broadcasters CDC	2
7	CentroNia	1
8	CentroNia	1
9	CentroNia	1
10	CentroNia	1
11	Easter Seals	1
12	Easter Seals	1
13	Easter Seals	1
14	IDEAL CDC I	2
15	IDEAL CDC II	2
16	Israel Baptist Church CDC	1
17	Little Samaritan CDC	2
18	Little Samaritan CDC	2
19	Little Samaritan CDC	2
20	Lt. Jospeh P. Kennedy Institute	1
21	Lt. Jospeh P. Kennedy Institute	3
22	Martha's Table	1
23	Martha's Table	3
24	Martha's Table	3
25	Martha's Table	3
26	Martha's Table	3
27	Martha's Table	3
28	Martha's Table	3
29	Matthew's Memorial CDC	2
30	Mazique-Wardman Court	2
31	Mazique-Wardman Court	2
32	Mazique (1719 13th St, NW)	2
33	Mazique (1719 13th St, NW)	2
34	Mazique (1719 13th St, NW)	2
35	Mazique -Tyler House	1
36	Mazique -Tyler House	1
37	Mazique -Tyler House	1
38	MCIP Teen & Parent Center	1
39	MCIP Teen & Parent Center	1
40	MCIP Teen & Parent Center	1
41	MCIP Teen & Parent Center	1
42	National Children's Center	3
43	National Children's Center	3
44	Southeast Children's Fund	2
45	Southeast Children's Fund	1
46	Vision of Victory CDC	2
47	Zena's CDC	2

***(**1=**Exemplary**, 2=**Continuous Improvement**, 3=**Baseline)**

Appendix B

Description of Infant/Toddler Environment Rating Scale – Revised (ITERS-R)

SPACE AND FURNISHINGS – measures indoor space; gross motor space and equipment; furniture for routine care, play and learning, relaxation and comfort; room arrangement for play; and space for privacy

1. ***Indoor space***- Ample indoor space that allows children and adults to move around freely; good ventilation, natural lighting; floors, walls and other built-in surfaces are made of easy-to-clean materials.
2. ***Furniture for routine care, play and learning*** - **M**ost furniture is child-sized, sturdy and in good repair; furniture promotes self-help as children are ready (Ex. steps near sink; special chair for child with physical disability); diapering supplies near diapering table.
3. ***Provision for relaxation and comfort*** - Cozy area accessible to children for a substantial portion of the day; area is not used for active physical play; non-mobile infants placed in cozy area when appropriate; soft furnishings are clean and in good repair.
4. ***Room arrangement***-Traffic patterns do not interfere with activities; areas for quiet and active play are separated; arrangement of room makes it possible for staff to see all children at a glance.
5. ***Display for Children*** – Many colorful, simple pictures, posters, photographs displayed throughout the room; many items displayed where children can easily see them, some within easy reach; new materials added or display changed at least monthly, art work done by toddlers displayed.

PERSONAL CARE ROUTINES – scores consist of greeting and departing efficiency, meal/snack preparation, nap/rest routines, toileting/diapering processes, and health and safety practices

6. ***Greeting/departing*** – Staff greet each child and parent and provide a pleasant organized departure; written record of infant's daily feeding, diapering, and naps available for parents to see; staff talks to parents about specific things their child did during the day.
7. ***Meals/snacks***-Staff sit with children and use the time to encourage learning (Ex. name the foods, develop self-help skills); basic sanitary procedures practices with only a few lapses; pleasant social atmosphere; dietary restrictions of families followed.
8. ***Nap/rest***- Is personalized (Ex. cot is placed in the same place, familiar practices); activities provided for children who are not sleeping; children helped to relax, space is conducive to resting, (dim light); all cots or mats at least 3 feet apart or separated by a solid barrier.
9. ***Diapering/toileting***- Sanitary conditions easy to maintain; provisions convenient and accessible; pleasant staff-child interaction.
10. ***Health practices***- Children are dressed properly for conditions both indoors and outdoors; staff are good models of health practices; health related books and songs are used; individual toothbrushes for toddlers used at least once daily in full-day program; hands of children and staff consistently washed to protect health.
11. ***Safety practices***- No safety hazards that could cause serious injury indoors or outdoors; staff anticipates and takes action to prevent safety problems; staff explains reasons for safety rules to children.

LISTENING AND TALKING – evaluates major aspects of staff-child communication needed by children from birth to 30 months of age, the use of books and pictures, encouragement of student participation, informal use of language, and use of language to develop reasoning skills

12. ***Helping children understand language***-Staff talk to the children frequently throughout the day during both routines and play; staff talk is meaningful; staff talk about many different topics with the children (Ex. talk about feelings, express child's intentions with words in addition to naming objects and actions); staff takes part in verbal play with children (Ex. repeat infant's sounds, rhyme words in a playful way).
13. ***Helping children use language***- Staff generally respond in a timely and positive manner to children's attempts to communicate; staff add words to the actions they take in responding to children throughout the day (Ex. "I'm changing your diaper. Now you are all dry! Doesn't that feel better?"); staff ask children simple questions; staff maintain a good balance between listening and talking.
14. ***Using books***- At least 12 appropriate infant/toddler books (but no less than 2 for each child in the group) accessible daily for much of the day; books are added or changed to maintain interest; book area set up for toddlers to use independently.

ACTIVITIES - measures efficiency of fine motor, art, music/movement, blocks, dramatic play, math/number, nature/science, sand and water play, promoting acceptance of diversity, use of TV, video, and/or computer use, and active physical play

15. ***Fine motor***- Materials are well organized (Ex. similar toys stored together); many varied appropriate fine motor materials accessible for much of the day; materials of different levels of difficulty accessible.
16. ***Active physical play***-Easily accessible outdoor area where infants/toddlers are separated from older children is used at least 1 hour daily year-round, except in very bad weather; materials used daily stimulate a variety of large muscle skills (Ex. crawling, walking, balancing, climbing).
17. ***Art***-Individual expression is encouraged; staff facilitate appropriate use of materials; a variety of materials is introduced as children are ready (Ex. crayons and watercolor markers for the youngest children; paints, play dough added for older toddlers and twos); staff supervise access to materials based on children's abilities.
18. ***Music and movement***-Many pleasant sounding musical toys and instruments accessible daily, for much of the day; staff encourage children to dance, clap or sing along; various types of music used from various cultures and genres.
19. ***Blocks***-At least 3 sets (10 or more blocks per set) of different types accessible daily for much of the day; blocks and accessories sorted by type; space for toddler's block play is out of traffic and has a steady surface.
20. ***Dramatic Play***-Props provided to represent diversity; staff pretend with children in play; some child-sized play furniture for toddlers (Ex. small sink or stove, baby stroller, shopping cart), materials organized by type.
21. ***Sand and water play***-Sand or water play provided daily; different activities done with sand or water; variety of toys used for sand/water play.

22. ***Nature/science***-Outdoor experiences with nature provided at least 2 times a week (Ex. infants placed on blanket on grass, toddlers explore flowers and trees); staff shows interest in and respect for nature; nature/science materials are well-organized.

23. ***Use of TV, video, and /or computer***-Most of the materials encourage active involvement (Ex. children can dance, sing or exercise to video; computer software interest children); staff are actively involved in use of TV, video, or computer; many alternative activities accessible for free choice while TV/video/computer is used; materials limited to those that are age–appropriate.
24. ***Promoting acceptance of diversity***-Many books, pictures, and materials showing diversity, dolls representing at least 3 races accessible, non-sexist images in pictures or books accessible to children; cultural awareness shown in a variety of activities (Ex. various types of music, customs, ethnic foods).

INTERACTION – examines the attention and guidance given to children by the staff during all play and learning times. Staff must be able to see, hear and reach children and actively attend to them appropriately

25. ***Supervision of play and learning*** – Staff react quickly to solve problems in a comforting and supportive way; staff demonstrates awareness of the whole group even while working with 1 child or a small group; supervision is individualized (Ex. closer supervision of child with greater needs—infant moved to avoid boredom).
26. ***Peer interaction*** – Staff facilitate positive peer interactions among all children; staff model positive social interaction; staff point out and talk about instances of positive social interaction among children or between adults and children.
27. ***Staff-child interaction*** – Much holding, patting, and physical warmth shown throughout the day; interaction is responsive to each child's mood and needs; staff are usually sensitive about children's feelings and reactions.
28. ***Discipline***-Staff help children learn to use communication rather than aggression to solve problems; positive methods of discipline used effectively, staff reacts consistently to children's behavior.

PROGRAM STRUCTURE - measures schedule, group and free play time, and provisions for children with disabilities

29. ***Schedule*** - Schedule has a balance of structured and flexible activities throughout the day; play activities occur every day and for a substantial portion of the day, and no long periods of waiting during transition time.
30. ***Free Play*** - Free play occurs for much of the day, both indoors and outdoors, weather permitting; supervision is provided during free play; there are various amounts of toys, games, and equipment provided.
31. ***Group Play Activities*** –Size of group is appropriate for age and ability of children; staff meet the needs of individual children to encourage participation; group activities are set up to maximize children's success.
32. ***Provisions for children with disabilities*** – Staff follow through with activities and interactions recommended by other professionals; evidence of modifications made to schedules, environment, activities, and program for disabled children.

PARENTS AND STAFF - measures provisions for parents, provisions for both personal and professional needs of staff, staff interaction and cooperation, supervision and evaluation of staff, and opportunities for professional growth.

33. ***Provisions for parents*** - Evidence (observed/interviews) of various ways to encourage parent involvement, sharing of child-related information between parents and staff; variety of ways to encourage family involvement in children's program.
34. ***Provisions for personal needs of staff***- Evidence (observed/interviews) of a separate space or office space used for breaks, lounging, and for storage of personal belongings.
35. ***Provisions for professional needs of staff*** - Evidence (observed/interviews) of a separate space or office space used for storage, administration, and conferences/group meetings.
36. ***Staff Interactions and Cooperation*** - Evidence of positive interactions between staff members, shared responsibilities in the classroom, and clearly communicated information related to children.
37. ***Staff continuity***-Children should remain with 1 staff member and the same group for at least a year; a small group of children is primarily cared for by 1 designated staff member; orientation to a new group or staff member occurs gradually.
38. ***Supervision and evaluation of staff*** – Evidence (observed/interviews) of yearly observations, yearly staff evaluations reviewed with staff members and follow-up actions to improve/maintain performance of staff members.
39. ***Opportunities for professional growth*** - Evidence (observed/interviews) of orientation for new staff, in-service training, monthly staff meetings, workshops, and proper professional resources on site for staff.

These definitions are based on the descriptions of a 5 (good) in the rating scale booklet
ITERS-R Scoring Scale: 1=Inadequate, 3=Minimal, 5=Good, 7=Excellent

The State of Infant and Toddler Care in the District of Columbia:

Baseline Quality Study and Workforce Survey Executive Summary

Great Start DC

Every child. Every family. Every community.

Great Start DC

The mission of Great Start DC (formerly Pre-K for All DC) is to build public knowledge, public will and public action in support of a high-quality early care and education system for all children, from birth to age five. Our visions is that the District of Columbia will become recognized as a national model for an early care and education system, through which all children receive a great start in school and in life.

Great Start DC publishes economic analysis, research and public policy reports that illustrate the benefits of high-quality early care and education for the District of Columbia—and that connect an informed, engaged public with opportunities to take action on behalf of young children.

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Overview: High-Quality Care and Education for Infants and Toddlers

If the District of Columbia is to become a world-class city, it must ensure that it offers a world-class educational system that prepares every child, in every community for a great start in life. Over the past decade, there has been much focus on school readiness and the role of Pre-K and Kindergarten in setting the foundation for a child's success in school. Recent research points to the need to prepare children even earlier—a realization that school readiness begins in infancy and that birth-to-three years are critical for growth and development. The quality of care and education provided in those decisive early years establishes a child's social and cognitive trajectory for the rest of his or her life.

Quality infant and toddler care is marked by lower caregiver-to-child ratios; small group sizes; continuity of care; compassionate caregivers; safe, clean, and stimulating environments; and cultural and linguistic continuity[1].

Research also suggests that qualified, well- compensated teachers are the cornerstone of quality programs. Teachers need specialized knowledge and skills and require high-quality preparation and support including education, mentoring, training and ongoing professional development.

Unfortunately, high-quality infant and toddler care has not been the standard of care within the District of Columbia, especially in programs serving our youngest children. This results in the beginning of an experience and achievement gap that is evident long before school entry. It continues throughout the primary grades and results in low student performance, high retention rates, high special education referrals and high dropout rates.

High-quality infant and toddler programs cannot be accomplished without a well prepared infant and toddler workforce. Therefore, Great Start DC, Universal School Readiness Stakeholders Group, DC AEYC, the Directors' Exchange, Fight for Children and WACC are working together to ensure the successful implementation of the Pre-K Enhancement and Expansion Act of 2008 and to expand high quality infant and toddler services throughout the District of Columbia. To that end, during the fall of 2010, Great Start DC commissioned the Howard University Center for Urban Progress to conduct two research studies: 1) a baseline quality study of 113 community-based infant and toddler programs to measure the quality of infant toddler programming within the District of Columbia; and 2) a workforce development survey administered to 216 community-based infant and toddler programs to gather information on the educational preparation, longevity, wages, compensation, race, ethnicity, gender and other demographic information regarding the current workforce.

[1] National Institute of Child Health and Human Development, 1996; Lally, Griffin, Fenichel, Segal, Szanton, & Weissbourd, 2003.

Baseline Quality Study Methodology

At the core of the Baseline Quality Study were observations by researchers and a brief interview with classroom staff at 113 sites across the District of Columbia—a proportionally representative sample. The community-based programs in this study included licensed faith-based, private for-profit, private non-profit, federal and subsidized birth-to-three programs within all eight Wards in the District of Columbia.

On the scheduled observation date, a trained researcher visited the site and conducted the observation using the Infant/Toddler Environment Rating Scale, Revised Edition (ITERS-R) instrument. ITERS-R is an observation instrument designed to assess center-based child care programs with infants and toddlers up to 30 months of age. It measures spatial, programmatic and interpersonal features of the program environment in the classroom.

Scores were given to the following areas: *Space and Furnishing; Interaction; Personal Care Routines; Program Structure; Listening and Talking; Parents and Staff;* and *Activities*. Each classroom was scored on a scale of 17, scaled as follows: 1- Inadequate; 3-Minimal; 5-Good; and 7-Excellent. Findings were disaggregated by Ward (1 to 8), tier (sites receiving subsidy funding vs. private sites) and special category (sites identified as having English language learners, children with special needs, and Early Head Start programs).

One limitation to the Baseline Quality Study is that a few classroom sites declined participation due to scheduling or staffing issues. Those sites were replaced by sites that best met the sampling criteria. It should be noted that the final list of sites involved in the Baseline Quality Study was different from the original list of proportionally selected sites.

Figure 1: ITERS-R Categories Snapshot

Space & Furnishings:
Indoor play space; gross motor skills space and equipment; room arrangement; and space for privacy.

Interaction:
Supervision of play and learning; peer interaction; and staff-child interaction.

Personal Care Routines:
Diapering and toileting; naps; and preparing meals and snacks.

Program Structure:
Schedule; individual and group play; and provisions for children with disabilities.

Listening & Talking:
Staff-child communication; reading and looking at pictures; and using language to help with reasoning.

Parents & Staff:
Making provisions for parents and for personal needs of staff; staff interaction and cooperation; and staff continuity.

Activities:
Art, music, movement, blocks, number games and physical play; and acceptance of diversity.

Baseline Quality Study Key Findings

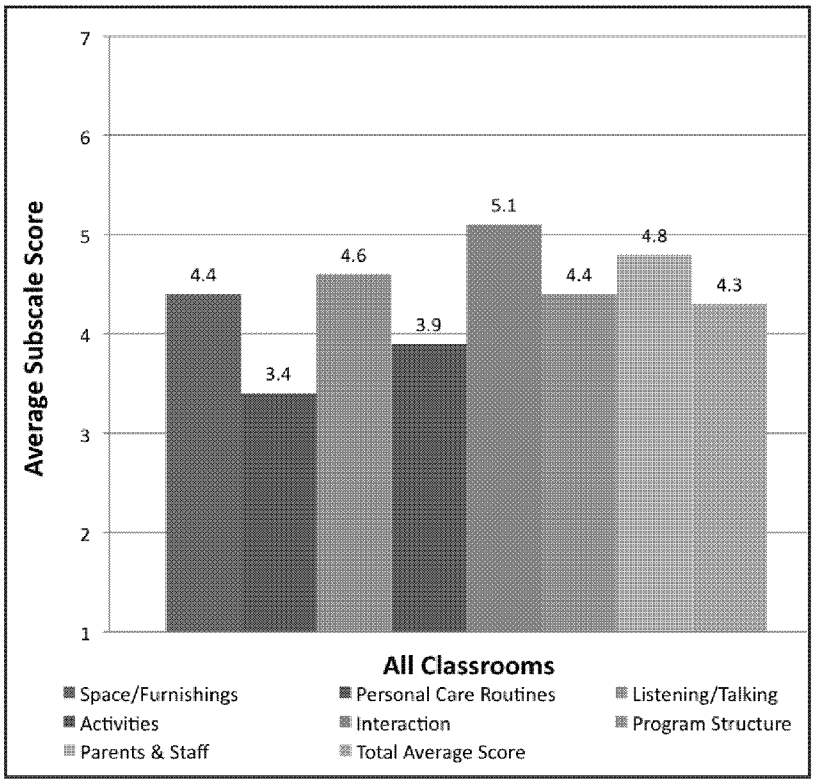
- Infant/toddler classrooms in the District of Columbia averaged a score of 4.3 on ITERS-R, meaning that our children receive "minimal" early care or "custodial care with some small degree of basic developmental care."
- Across the 113 classrooms observed, *Interaction* was the only category that achieved a "good" average score (5.1 out of 7). In essence this means that children are receiving adequate supervision and staff members interact with each other and the infants and toddlers.
- The *Activities* category had an average score of 3.9, meaning many classrooms simply lack materials—such as building blocks, music, numbers, games, technology and gross motor equipment to allow children to develop their fine motor and gross motor skills. .
- *Personal Care Routines*, including toileting, diapering, nap time and provisions for meals and snacks, are not handled hygienically in most classrooms. Ward 7 is of special concern where an average ranking of 2.8 puts Personal Care Routines between "inadequate" and "minimal."
- Quality infant and toddler early care and education vary by Ward. Ward 3 had the highest average subscale score and Ward 7 had the lowest average subscale score.
- Of English Language Learners, Special Needs and Early Heard Start sites, Early Head Start ranked the highest in quality care with an average score of 5.0.

Quality of Care

Infants and toddlers of the District of Columbia are receiving minimal early care and education in the District of Columbia. Using the ITERS-R scale ranking of 17, as follows: 1- Inadequate; 3-Minimal; 5-Good; and 7-Excellent, the average score across 113 classrooms was 4.3. Subscores in the ITERS-R categories ranked were largely "minimal to good." *Parents and Staff* scored 4.8 out of 7; *Listening and Talking* scored 4.6 out of 7; and *Space and Furnishings* and *Program Structure* each scored 4.4 out of 7.

Classrooms ranked minimally on *Activities* (3.9 out of 7) and *Personal Care Routines* (3.4 out of 7). Researchers noted that provisions for active physical play, art, music and movement, science and nature, blocks and technology were not widely available in the classrooms for developing children's motor skills. For the *Personal Care Routines* subscale, meals and snacks, nap time, diapering and toileting, and other health practices were not generally hygienically maintained in the classrooms.

Sites scored well in the category of *Interaction*, making it the only "good score" across the board. Interaction includes supervision of play and learning, peer interaction and staff-child interaction. Subscale scores across all 113 classrooms were 5.1 out of 7.



SCORES: Scores for each subscale range from 1-7 with 1-Inadequate; 3-Minimal; 5-Good; & 7-Excellent

N=113

The quality of infant and toddler early care and education in lower income Wards is disproportionally low compared to Wards with higher incomes. For example, Ward 3, which has a population that is 84% non-Hispanic White with 7.7% living below the poverty rate, scored the highest out of all Wards on ITERS-R at 5.7. Ward 7, whose population is 96% black with 26% living below the poverty rate scored the lowest and had the lowest average subscale score of 3.8.

Average Subscale Scores by Ward

WARD	AVERAGE SUBSCALE SCORES							TOTAL SCORE
	Space & Furnishings	Personal Care Routines	Listening & Talking	Activities	Interaction	Program Structure	Parent & Staff	
1	4.6	4.0	5.1	4.6	5.5	5.5	5.2	4.9
2	4.7	3.5	4.7	3.9	5.3	4.4	5.3	4.5
3	4.8	4.3	5.8	4.5	6.5	5.5	5.7	5.7
4	4.5	3.1	4.5	3.8	4.6	3.6	4.4	4.1
5	4.0	2.9	4.7	3.4	4.2	3.9	4.6	3.9
6	4.5	3.5	4.7	4.4	5.3	4.8	4.7	4.5
7	3.9	2.8	3.8	3.7	4.5	4.0	4.2	3.8
8	4.1	3.3	4.1	3.6	5.4	4.1	4.6	4.1
ALL ITERS-R SITES	4.4	3.4	4.6	3.9	5.1	4.4	4.8	4.3

SCORES: Scores for each subscale range from 1-7 with 1-Inadequate; 3-Minimal; 5-Good; & 7-Excellent

English Language Learners, Special Needs, and Early Head Start classrooms were in the "minimal to good quality" range with Early Head Start achieving several subscores in the plus-5 range. The highest subscale scores for all three categories were *Interaction* and *Listening and Talking*. Early Head Start also had "good quality" average scores for *Program Structure* and *Parents and Staff*. *Personal Care Routines* were in the lowest range for all three categories.

ITERS-R Average Subscale and Total Scores by Category

CATEGORY	AVERAGE SUBSCALE SCORES							TOTAL SCORE
	Space & Furnishings	Personal Care	Listening & Talking	Activities	Interaction	Program Structure	Parents& Staff	
English Language Learners	4.4	3.6	5.1	4.0	5.2	4.7	4.8	4.5
Special Needs	4.7	3.7	5.4	4.4	5.6	4.8	5.2	4.8
Early Head Start	5.1	3.9	5.8	4.6	5.8	5.6	5.5	5.0
ALL ITERS-R SITES	4.4	3.4	4.6	3.9	5.1	4.4	4.8	4.3

SCORES: Scores for each subscale range from 1-7 with 1-Inadequate; 3-Minimal; 5-Good; & 7-Excellent

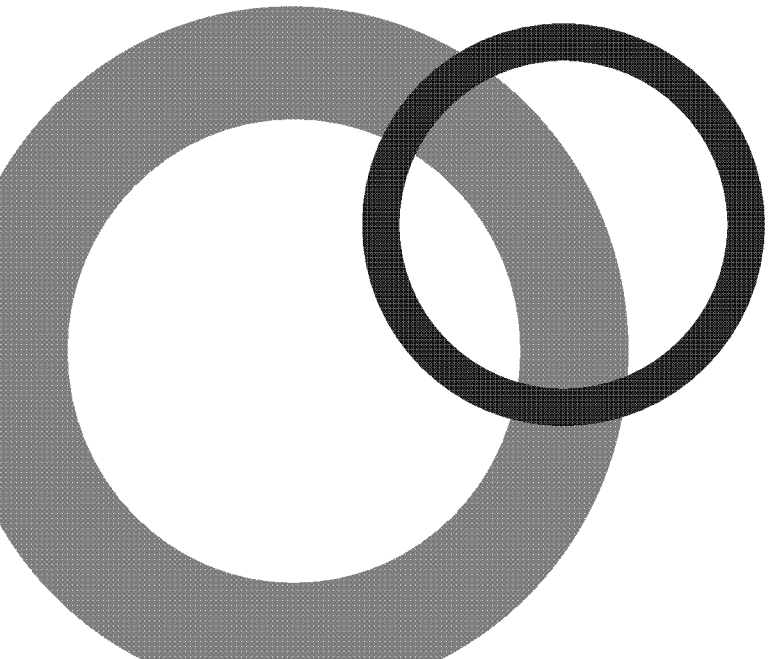
Workforce Survey Methodology

To conduct the Great Start DC Infant and Toddler Workforce Development Survey researchers used the web-based tool, Survey Monkey to collect information from 216 community-based programs throughout the District of Columbia. Program administrators including executive directors, program directors, and center directors, were asked to provide information on their staff related to demographics, education credentials, salary and benefits received. A total of 194 surveys were emailed and 22 were mailed to programs with no email addresses. Respondents were given one week to complete the web-based survey and five follow-up telephone calls were made to centers that had not returned the completed survey. There response rate was 67%.

It should be noted that many survey respondents opted not to include answers to questions about annual salaries. Additionally, the study population predominantly comprised African American women, meaning that its findings may not be applicable to other groups (i.e., race/ethnicity, gender).

Workforce Survey Key Findings

- Education and credentials vary by classroom position with the highest level of education most often reported being a bachelor's degree. The majority of staff members majored in areas other than early childhood development.
- Administrators report that staff working in their infant and toddler programs is paid a range of $10 to $24 an hour.
- The most frequently reported benefit for full-time employees was paid vacation and sick leave, followed by health insurance; yet many full-time and part-time employees receive none of these benefits.
- The majority of the lead teachers, assistant teachers, and other teaching staff were reported to be females ages 25–40, while a majority of directors were reported to be females ages 41-55.
- The majority of staff teaching infants and toddlers in the District is African American.



Teacher Credentials and Degrees

Education and credentials vary by classroom position, with the highest level of education most often reported being a bachelor's degree and the majority of staff majoring in an area other than early childhood development. The survey shows that 35% of directors and 30% of other teaching staff members hold bachelor's degrees. For 52% of the lead teachers and 47% of the assistant teachers, a Child Development Associate (CDA) credential was the highest education credential attained. Administrators reported that 67% of directors, 89% of lead teachers, 97% of assistant teachers and 94% of other teaching staff hold degrees in fields outside early childhood education.

Degrees, credentials and early childhood education concentration

STAFF POSITION	n	HIGHEST EDUCATION CREDENTIALS							
		HS Diploma or GED % (n)	CDA % (n)	Associate's Degree % (n)	Bachelor's Degree % (n)	Master's Degree % (n)	Doctoral Degree % (n)	MAJORED IN EARLY CHILDHOOD EDUCATION (ECE) % (n)	
								Yes	No
Director	157	00(00)	08(09)	33(41)	35(58)	23(44)	02(05)	33(54) 68.2(113)	67(107)
								n=161	
Lead Teacher	411	00(00)	52(210)	17(71)	21(91)	10(38)	00(01)	11(49) 88.55(374)	89(369)
								n=418	
Assistant Teacher	407	42(172)	47(188)	03(14)	07(28)	01(05)	00(00)	03(10)	97(401)
								n=411	
Other Teaching Staff	147	29(43)	28(41)	08(12)	30(44)	05(07)	00(00)	06(09)	94(137)
								n=146	

Note: Row percentages may not sum to 100 due to rounding

Teacher Compensation

Administrators report that staff members working in their infant and toddler programs are paid a range of $10 to $24 an hour. Lead teachers with a bachelor's degree make less than $38,000 a year and lead teachers with a CDA earn less than $28,000 a year.

Hourly and Annual Salaries Reported by Administrators for Infant/Toddler Staff by Position

Staff Position	N		Salary	
	Hourly	Annual	Hourly Mean (Median) $	Annual Mean (Median) $
Director	51	76	20 (19)	46,722 (45,000)
Director/Teacher	09	09	13 (13)	28,235 (27,450)
Lead Teacher w/CDA	89	55	13 (12)	27,498 (27,500)
Lead Teacher w/Associate's Degree	33	25	13 (14)	30,999 (28,500)
Lead Teacher w/Bachelor's Degree or Higher	37	38	14 (14)	37,657 (37,000)
Assistant Teacher	174	78	10 (9)	22,535 (22,378)
Other Teaching Staff	54	26	24 (12)	23,783 (24,570)

The most frequently reported benefit for full-time employees was paid vacation and sick leave followed by health insurance; yet many full-time and part-time employees receive none of these benefits. The highest percentage of benefits reported for full-time program staff was paid vacation (77%) and paid sick leave (71%). Similarly, administrators reported that the highest percentage of benefits for part-time staff was paid sick leave (25%) and paid vacation (23%). About 14% of full-time staff and 28% of part-time staff had no insurance.

Number and Percentage of Full-Time and Part-Time Program Staff Receiving Benefits

Benefits	Full-Time (FT) Program Staff (n=134) %(n)		Part-Time (PT) Program Staff (n=134) %(n)	
	Yes	No	Yes	No
Health Insurance	62(83)	38(51)	15(20)	85(114)
Retirement Plan	43(58)	57(76)	11(15)	89(119)
Dental Insurance	50(67)	50(67)	09(12)	91(122)
Optical Insurance	36(48)	64(86)	06(08)	94(126)
Life Insurance	43(58)	57(76)	12(16)	88(118)
Paid Vacation	77(103)	23(31)	23(31)	77(103)
Paid Sick Leave	71(95)	29(39)	25(33)	75(101)
Disability Plan	41(55)	59(79)	08(33)	92(124)
Other Benefits	35(47)	65(87)	13(17)	87(117)
No Insurance	14(19)	86(115)	28(38)	72(96)

Demographics

The majority of the lead teachers, assistant teachers, and other teaching staff were reported to be females in the 25–40 age range while a majority of directors were reported to be females in the 41-55 age range. Administrators reported that 95 % of directors, 98% of lead teachers, 95% of assistant teachers and 93% of other teaching staff were female.

Number and Percentage of Infant/Toddler Staff by Gender

STAFF POSITION	n	GENDER	
		Male % (n)	Female % (n)
Director	163	05(05)	95(158)
Lead Teacher	415	02(08)	98(407)
Assistant Teacher	395	05(18)	95(377)
Other Teaching Staff	152	07(12)	93(140)

Note: Row percentages may not sum to 100 due to rounding

Number and Percentage of Staff by Age Category

STAFF POSITION	n	AGE CATEGORY				
		Under 25 % (n)	25-40 % (n)	41-55 % (n)	56-65 % (n)	Over 65 % (n)
Director	160	02(02)	36(46)	37(69)	20(38)	05(05)
Lead Teacher	398	07(28)	57(226)	28(110)	08(32)	02(02)
Assistant Teacher	384	20(80)	53(199)	19(73)	07(26)	02(06)
Other Teaching Staff	147	19(29)	50(71)	23(35)	07(11)	01(01)

The majority of staff teaching infants and toddlers in the District is African American. Project and center directors reported that 65% of directors, 73% of lead teachers, 76% of assistant teachers and 56% of other teaching staff were Black/African American. The second highest race/ ethnicity category was White/European American for directors (23%), lead teachers (9%), and other teaching staff (20%). For assistant teachers, the second highest category was Hispanic/Latino (13%).

Number and Percentage of Infant/Toddler Staff by Race/Ethnicity Category

Staff Position	n	Race/Ethnicity Category						
		American Indian/ Alaskan Native % (n)	Asian % (n)	Black/ African American % (n)	Hispanic / Latino % (n)	Native Hawaiian/ Pacific Islander % (n)	White/ European American % (n)	Other % (n)
Director	165	00(01)	00(01)	65(110)	05(07)	00(00)	23(37)	06(09)
Lead Teacher	422	00(00)	05(18)	73(308)	08(32)	01(03)	09(39)	05(22)
Assistant Teacher	406	00(00)	01(05)	76(310)	13(53)	00(00)	04(14)	06(24)
Other Teaching Staff	159	00(00)	04(05)	56(88)	16(26)	01(01)	20(33)	04(06)

Note: Row percentages may not sum to 100 due to rounding

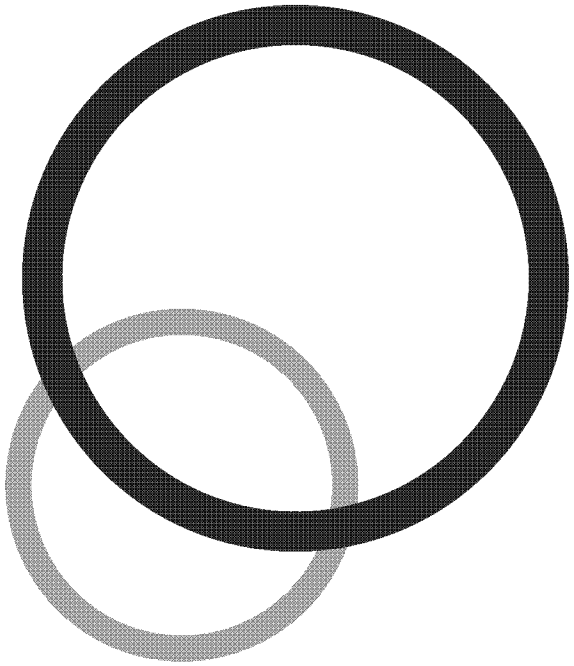
Recommendations

- **Ensure continuous training and professional development on the delivery of Personal Care Routines across sites and the development of a standard of care manual for infant and toddler child care providers.** The provision of high- quality personal care responds to a young child's most basic needs. If their personal care and dietary needs are not being tended to appropriately, they will suffer in multiple ways. All staff should be reminded of guidelines for hygiene regarding toileting, diapering and providing meals and snacks, and this should be an area that is more frequently monitored to ensure site compliance.
- **Pay a professional wage and benefits.** Some classroom staff members make less than they would working in a fast food chain or retail store as a clerk. To increase the quality of early care and education, we must pay people a living wage not only to retain but also to attract new people into the field. Even classroom staff members who have bachelor's degrees do not earn enough to make ends meet in the District of Columbia. What's more, many of the people caring for our children do not have the benefit of employer-provided health insurance—and most likely are not insured.
- **Increase education and training.** The infant and toddler population has very specific developmental needs. Given that the majority of classroom staff members hold degrees and credentials in areas other than infant toddler education, they need specific knowledge of early brain development and the interconnectedness of the physical, social-emotional, and language development of infants and toddlers.
- **Actively recruit for diversity of classroom staff.** Children should be exposed to a range of caregivers who represent the multiple ethnicities and cultures throughout the District of Columbia. Additionally, attention should be given to recruitment and training of male care givers at the infant and toddler levels.
- **Level the playing field in quality among the lower-**income and higher income Wards and the tiered reimbursement program by implementing a continuous improvement process.

Conclusion

The District of Columbia is a city at risk. During the time of life when quality care and education are most vital for maximizing positive child outcomes, the District is at-risk of providing minimal care. How can we even categorize ourselves as a world-class city when our infants and toddlers—the most precious and vulnerable of our residents—are being provided with limited care and education? The truth is we can't. As a city of people who care about its children, we must place high-quality care for infants and toddlers at the top of our public policy and action agenda.

Both aspects of this study highlight the importance of support for birth-to-three practices and procedures that would help to improve program quality and would address workforce development needs. Findings also emphasize the need for more studies that examine the impact of interventions designed to improve the quality of early care and education for infants and toddlers as well as their care providers.



Appendices

A. Number of Schools by Ward and Category
B. Infant/Toddler Environment Rating Scale – Revised (ITERS-R)

Appendix A

Number of Schools by Ward and Category (n=113)

WARD	SITES OBSERVED (n)	TIER (n)				CATEGORY (n)		
		GOLD	SILVER	BRONZE	Private Programs	ELL	SN	EHS
1	14	9	2	3	-	12	6	1
2	24	5	2	2	15	9	9	3
3	4	-	-	-	4	-	1	-
4	17	6	3	5	3	8	3	1
5	12	3	1	5	3	4	3	-
6	13	4	2	4	3	2	3	1
7	9	1	3	5	-	-	-	-
8	20	7	3	7	3	1	1	-
Total	**113**	**34**	**16**	**31**	**31**	**36**	**26**	**6**

Appendix B

Description of Infant/Toddler Environment Rating Scale–Revised (ITERS-R)

Space and Furnishings – Measures indoor space; gross motor space and equipment; furniture for routine care, play and learning, relaxation and comfort; room arrangement for play; and space for privacy.

1. ***Indoor space*** - Ample indoor space that allows children and adults to move around freely; good ventilation and natural lighting are provided; floors, walls and other built-in surfaces are made of easy-to-clean materials.
2. ***Furniture for routine care, play and learning*** - Most furniture is child-sized, sturdy and in good repair; furniture promotes self-help as children are ready (Ex. steps near sink; special chair for child with physical disability); diapering supplies near diapering table.
3. ***Provision for relaxation and comfort*** - Cozy area is accessible to children for a substantial portion of the day; area is not used for active physical play; non-mobile infants placed in cozy area when appropriate; soft furnishings are clean and in good repair.
4. ***Room arrangement***-Traffic patterns do not interfere with activities; areas for quiet and active play are separated; arrangement of room makes it possible for staff to see all children at a glance.
5. ***Display for children*** – Many colorful, simple pictures, posters and photographs displayed throughout the room; many items displayed where children can easily see them, some within easy reach; new materials added or display changed at least monthly; art work done by toddlers displayed.

Personal Care Routines – Scores consist of greeting and departing efficiency, meal/snack preparation, nap/rest routines, toileting/diapering processes, and health and safety practices.

6. ***Greeting/departing*** – Staff greet each child and parent and provide a pleasant organized departure; written record of infant's daily feeding, diapering, and naps available for parents to see; staff talks to parents about specific things their child did during the day.
7. ***Meals/snacks***-Staff sit with children and use the time to encourage learning (Ex. name the foods, develop self-help skills); basic sanitary procedures practices with only a few lapses; pleasant social atmosphere; dietary restrictions of families followed.
8. ***Nap/rest***- This is personalized (Ex. cot is placed in the same place, familiar practices); activities provided for children who are not sleeping; children helped to relax, space is conducive to resting, (dim light); all cots or mats are at least three feet apart or separated by a solid barrier.
9. ***Diapering/toileting***- Sanitary conditions are easy to maintain; provisions are convenient and accessible; pleasant staff-child interaction encouraged.
10. ***Health practices***- Children are dressed properly for conditions both indoors and outdoors; staff are good models of health practices; health- related books and songs are used; individual toothbrushes for toddlers used at least once daily in full-day program; hands of children and staff consistently washed to protect health.
11. ***Safety practices***- No safety hazards that could cause serious injury indoors or outdoors; staff anticipate and take action to prevent safety problems; staff explains reasons for safety rules to children.

Listening and Talking – Evaluates major aspects of staff-child communication needed by children from birth to 30 months of age, the use of books and pictures, encouragement of student participation, informal use of language, and use of language to develop reasoning skills.

12. ***Helping children understand language-***Staff talk to the children frequently throughout the day during both routines and play; staff talk is meaningful; staff talk about many different topics with the children (Ex. talk about feelings, express child's intentions with words in addition to naming objects and actions); staff takes part in verbal play with children (Ex. repeat infant's sounds, rhyme words in a playful way).
13. ***Helping children use language-*** Staff generally respond in a timely and positive manner to children's attempts to communicate; staff add words to the actions they take in responding to children throughout the day (Ex. "I'm changing your diaper. Now you are all dry! Doesn't that feel better?"); staff ask children simple questions; staff maintain a good balance between listening and talking.
14. ***Using books-*** At least 12 appropriate infant/toddler books (but no less than two for each child in the group) are accessible daily for much of the day; books are added or changed to maintain interest; book area set up for toddlers to use independently.

Activities - Measures efficiency of fine motor, art, music/movement, blocks, dramatic play, math/number, nature/science, sand and water play, promoting acceptance of diversity, use of TV, video, and/or computer use, and active physical play.

15. ***Fine motor-*** Materials are well organized (Ex. similar toys stored together); many varied appropriate fine motor materials are accessible for much of the day; materials of different levels of difficulty are accessible.
16. ***Active physical play-***Easily accessible outdoor area where infants/toddlers are separated from older children is used at least one hour daily year-round, except in very bad weather; materials used daily stimulate a variety of large muscle skills (Ex. crawling, walking, balancing, climbing).
17. ***Art-***Individual expression is encouraged; staff facilitate appropriate use of materials; a variety of materials is introduced as children are ready (Ex. crayons and watercolor markers for the youngest children; paints, play dough added for older toddlers and twos); staff supervise access to materials based on children's abilities.
18. ***Music and movement-***Many pleasant sounding musical toys and instruments are accessible daily, for much of the day; staff encourages children to dance, clap or sing along; various types of music used from various cultures and genres.
19. ***Blocks-***At least three sets (10 or more blocks per set) of different types are accessible daily for much of the day; blocks and accessories sorted by type; space for toddler's block play is out of traffic and has a steady surface.
20. ***Dramatic Play-*** Props provided to represent diversity; staff pretend with children in play; some child-sized play furniture provided for toddlers (Ex. small sink or stove, baby stroller, shopping cart), materials organized by type.
21. ***Sand and water play-***Sand or water play provided daily; different activities done with sand or water; variety of toys used for sand/water play.
22. ***Nature/science-*** Outdoor experiences with nature provided at least two times a week (Ex. infants placed on blanket on grass, toddlers explore flowers and trees); staff show interest in and respect for nature; nature/science materials are well-organized.

23. ***Use of TV, video, and /or computer-*** Most of the materials encourage active involvement (Ex. children can dance, sing or exercise to video; computer software interest children); staff are actively involved in use of TV, video, or computer; many alternative activities accessible for free choice while TV/video/computer is used; materials limited to those that are age-appropriate.
24. ***Promoting acceptance of diversity-***Many books, pictures, and materials showing diversity, dolls representing at least three races are accessible; non-sexist images in pictures or books are accessible to children; cultural awareness is shown in a variety of activities (Ex. various types of music, customs and ethnic foods).

Interaction – Examines the attention and guidance given to children by the staff during all play and learning times; staff must be able to see, hear and reach children and actively attend to them appropriately.

25. ***Supervision of play and learning –*** Staff react quickly to solve problems in a comforting and supportive way; staff demonstrates awareness of the whole group even while working with one child or a small group; supervision is individualized (Ex. closer supervision of child with greater needs—infant moved to avoid boredom).
26. ***Peer interaction –*** Staff facilitate positive peer interactions among all children; staff model positive social interaction; staff point out and talk about instances of positive social interaction among children or between adults and children.
27. ***Staff-child interaction –*** Much holding, patting, and physical warmth shown throughout the day; interaction is responsive to each child's mood and needs; staff are sensitive about children's feelings and reactions.
28. ***Discipline-***Staff help children learn to use communication rather than aggression to solve problems; positive methods of discipline used effectively, staff reacts consistently to children's behavior.

Program Structure - Measures schedule, group and free play time, and provisions for children with disabilities.

29. ***Schedule -*** Schedule has a balance of structured and flexible activities throughout the day; play activities occur every day and for a substantial portion of the day, and no long periods of waiting occur during transition time.
30. ***Free play -*** Free play occurs for much of the day, both indoors and outdoors, weather permitting; supervision is provided during free play; there are various amounts of toys, games, and equipment provided.
31. ***Group play activities –*** Size of group is appropriate for age and ability of children; staff meet the needs of individual children to encourage participation; group activities are set up to maximize children's success.
32. ***Provisions for children with disabilities –*** Staff follow through with activities and interactions recommended by other professionals; evidence of modifications made to schedules, environment, activities and programs for disabled children.

<u>Parents and Staff</u> - Measures provisions for parents, provisions for both personal and professional needs of staff, staff interaction and cooperation, supervision and evaluation of staff and opportunities for professional growth.

33. ***Provisions for parents*** - Evidence (observed/interviews) of various ways to encourage parent involvement; sharing of child-related information between parents and staff; and variety of ways to encourage family involvement in children's program used.
34. ***Provisions for personal needs of staff*** - Evidence (observed/interviews) of a separate space or office space used for breaks, lounging and storage of personal belongings.
35. ***Provisions for professional needs of staff*** - Evidence (observed/interviews) of a separate space or office space used for storage, administration, and conferences/group meetings.
36. ***Staff Interactions and cooperation*** - Evidence of positive interactions between staff members, shared responsibilities in the classroom, and clearly communicated information related to children is used.
37. ***Staff continuity***-Children should remain with one staff member and the same group for at least a year; a small group of children is primarily cared for by one designated staff member; and orientation to a new group or staff member occurs gradually.
38. ***Supervision and evaluation of staff*** – Evidence (observed/interviews) of yearly observations and yearly staff evaluations reviewed with staff members and follow-up actions to improve/maintain performance of staff members.
39. ***Opportunities for professional growth*** - Evidence (observed/interviews) of orientation for new staff, in-service training, monthly staff meetings, workshops, and proper professional resources on site for staff is available.

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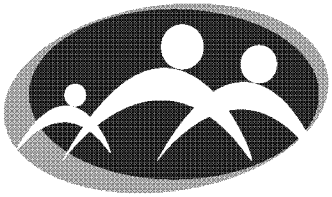

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Lowell School

D.C. School Chooser
2012–2013

A K-12 Guide to Finding a Great School for Your Child

About GreatSchools

GreatSchools is an independent, nonprofit organization that improves education by inspiring parents to get involved. We empower parents with information and tools so they can choose the best school for their children, support their children's education, and improve schools in their communities. Parents choose GreatSchools to connect with each other – to find the right schools, share stories and advice, and get their parenting questions answered.

In the past year alone, more than 37 million people visited GreatSchools (www.greatschools.org). With hundreds of thousands of ratings and parent reviews about schools across the country, GreatSchools is the paramount parent-to-parent education community.

About Fight For Children

With strong support from businesses and individuals in Washington, DC, Fight For Children is an independent not-for-profit organization that recognizes, promotes, and cultivates quality education for low-income children in Washington, DC. Fight For Children also addresses the critical link between good health and improved academic performance.

One of Fight For Children's signature initiatives is its Quality Schools Initiative that encourages replication of high quality programs that improve student achievement in public, charter, and independent schools in DC. Using proceeds from its annual Fight Night event, Fight For Children also provides financial support to other local nonprofits that provide education and healthcare services to low-income children.

The Partnership

GreatSchools and Fight For Children share the goals of promoting school choice based on quality and fostering parent behavior that 1) supports high educational achievement and 2) enrolls children in high performing schools. Together, GreatSchools and Fight for Children are enhancing the quality and quantity of information about schools in DC and better equipping parents to support their children's education.

Important Contacts

GreatSchools DC (at The HIVE)

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Washington, DC 20020
Main Office: 202-450-5278
Fax: 202-507-8074
Email: dc@greatschools.org

Archdiocese of Washington, DC

www.adw.org/education/edu_schools.asp
Catholic Schools Office
5001 Eastern Avenue
Hyattsville, MD 20782
Phone: 301-853-4518

DC Public Charter School Board (PCSB)

www.dcpubliccharter.com
3333 14th Street, NW
Suite 210
Washington, DC 20010
Phone: 202-328-2660

District of Columbia Public Schools (DCPS)

www.dcps.dc.gov
1200 First Street, NE
Washington, DC 20002
Phone: 202-442-5885
Critical Response Team:
202-478-5738
Office of Family and Public Engagement:
202-719-6613

Independent Education (formerly known as AISGW)

www.independenteducation.org
1524 35th Street, NW
Washington, DC 20007
Phone: 202-625-9223

Office of the State Superintendent of Education (OSSE)

www.osse.dc.gov
810 First Street, NE
9th Floor
Washington, DC 20002
Phone: 202-727-6436

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How to Use this Guide

The *DC School Chooser* is designed to help parents choose a school in Washington, DC. It will help you explore your options and find the right school for your child. It explains what you need to do, when you need to do it, and is your starting point in your research.

Need a QUICK START? Here are ways this book can immediately help you with your search:

1. *Search by Star Rating:* Identify high performing schools using the 4-5 Star Index on p. 162.
2. *Search by Theme:* Find schools with special focuses (arts, technology) using the Theme Index on p. 163.
3. *Search by Ward:* Narrow (or expand) your location choices using the Ward Index on p. 165.
4. *Review School Profiles:* Jump right into researching schools. First, be sure to review the School Profiles Key on p. 7 to understand the information you will find for each school (e.g., application deadlines, school size, etc.).
5. *Use the Workbook:* Skip directly to the Workbook on p. 13 to take you through the selection process.

How GreatSchools collects data. Information for the GreatSchools Web site and the *DC School Chooser* comes from a variety of sources including OSSE, DCPS, PCSB and the National Center for Education Statistics (NCES) for items including but not limited to test scores, teacher credentials, and school enrollment. Additional information is provided by individual schools, LEA or other websites.

Please note: some schools may change their information after the *DC School Chooser* has been printed. Therefore, we always recommend you contact and visit schools in person to get all your questions answered.

Test Score Advice and Information

Test scores give you one indication of the academic success of a school, but they should not be used as the only factor to judge a school. It is important to consider other features such as day-to-day classroom instruction, teacher qualifications, principal leadership, student-teacher ratio, school safety, and the school's mission and philosophy.

2011 Test Score Rating. The 2011 Test Score Rating is an average of the Math and Reading proficiency test score results of the 2011 DC-CAS (District of Columbia Comprehensive Assessment System) for DCPS and public charter schools only. Results of the DC-CAS are reported annually by OSSE[1]. Depending on the average we calculate, a school is rated:

★☆☆☆☆ = School scored between 0-20% proficient
★★☆☆☆ = School scored between 21-40% proficient
★★★☆☆ = School scored between 41-60% proficient
★★★★☆ = School scored between 61-80% proficient
★★★★★ = School scored between 81-100% proficient

While we understand test scores can only show you a snapshot in time of how a school is doing academically, it is still a good place to start. We recommend you consider the following:

* *4- and 5-star schools:* Most students at these schools score well on the DC-CAS. You can focus your research and visit questions on enrichment opportunities and course offerings that support your child's interests in addition to school culture, programs, etc.
* *3-star schools:* Student scores at these schools are not consistently high. Focus your visit questions on how students who are similar to your child do academically, as well as enrichment opportunities or academic supports, etc.

[1] To view actual DC-CAS results visit the OSSE Web site: http://ncib.osse.dc.gov/index.asp or go to a school's profile: www.greatschools.org/dc.

Brightwood Elementary School

* *1- and 2-star schools:* Most students at these schools score poorly on the DC-CAS. Ask the school why? While low scorers are generally a bad sign, there can be special circumstances to consider.

Private School Test Scores. In DC, public and private schools do not always give students the same tests or test them in the same way. Because tests measure and report achievement differently, scores from one test will not be the same on another. Private schools in DC are currently not required to give standardized tests or report test scores publicly for those that do give such tests.

Finally, any school should be willing to answer questions around student achievement, and if not, be skeptical and dig deeper!

Use the GreatSchools Web site for More Information

www.greatschools.org provides a wealth of current information in a parent-friendly, easy-to-read format to help you in your school search. On the Web site, you will find:

* Test scores and GreatSchools test score ratings for public and public charter schools
* School reviews and ratings from parents, students, and teachers
* A parent community where you can ask questions about local schools or give advice to others
* Information about teachers and the student population
* Details about extracurricular activities, sports, clubs, and more from the school principal
* A search function that allows you to compare schools and districts
* Helpful articles and newsletters about topics such as homework help or bullying prevention
* A special education section for and about families with students who have special needs

Why is Choosing the Right School Important?

When you choose a great school for your child, from preschool to high school, it will have a lasting impact on his or her life. Schools vary widely. They have different degrees of success in teaching their students math, reading, and other subjects; providing a safe environment for learning; preparing students for the world of work and college; and developing well-adjusted, responsible young adults. Some schools do many of these things well, and some schools may have mixed results, while still others face significant challenges.

When it comes to education, one size does not fit all. Different children thrive in different settings, so it is important for you to consider what type of school and school environment will help ensure your child's success. Choosing the right school for your child may seem difficult, but you can do it if you take it one step at a time. *If you want more help or information, please call the GreatSchools DC Parent Hotline at 202-431-5538 or email us at dc@greatschools.org.*

Streamline your search with the GreatSchools DC Web page:

www.greatschools.org/dc

Pre-kindergarten Enhancement and Expansion Program Evaluation Report

Year 3

2012 - 2013

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INTRODUCTION

On May 6, 2008, the District of Columbia Council unanimously passed the *Pre-k Enhancement and Expansion (PKEEP) Act*. The Act is a multi-pronged initiative aimed at creating high-quality universally available pre-kindergarten (Pre-k) education services in the District through a mixed delivery system in Community-Based Organizations (CBOs), DC Public Schools (DCPS), DC Public Charter Schools (DCPCS), and Head Start by the year 2014. The legislation includes provisions intended to increase access to as well as improve the quality of services. The legislation includes: 1) establishment of high-quality standards, 2) expansion at a rate that will make Pre-k universally available in 5 years, 3) baseline quality assessments for a sampling of Pre-k classrooms in CBOs, DCPS, and DCPCS to be used as the point of comparison for future quality assessments, 4) an annual capacity audit of Pre-k programs to determine the current capacity, number of children for whom Pre-k is not available, and the manner in which Head Start programs are incorporated in the early education delivery system, 5) program evaluation that utilizes nationally recognized assessment tools to gauge program quality, including program structure, language and literacy environment, quality of instructional support, classroom climate, and classroom management, 6) administration of the Program Assistance Fund, a 5-year grant program to assist Pre-kindergarten programs in meeting the required high-quality standards, 7) a Higher Education Incentive Grant Program to improve professional development and increase the number of highly-qualified teachers, and 8)audits to determine financial standing in relation to the required high-quality standards (OSSE, 2009).

The Office of the State Superintendent (OSSE) is charged with administering the comprehensive plan to provide high quality universal Pre-k in the District of Columbia by 2014. Within OSSE, the Office of Early Childhood Education (ECE) is responsible for the Pre-k implementation. In January 2009, ECE established high-quality program requirements based on nationally recognized quality indicators of best practice that all programs must follow (NAEYC, 2008):

- Maximum adult-to-child ratio of 1-to-8 for children 30 months to 3 years of age, and 1-to-10 for children 4 years of age or older
- Comprehensive research-based curricula that are aligned to the Early Learning Standards
- Accreditation by a national accrediting body approved by OSSE
- Provides at least 6.5 hours of purposeful, well-planned and developmentally appropriate learning opportunities per day for at least 180 full days
- Valid and reliable assessments that meet accepted standards of technical adequacy to measure education objectives and outcomes

- Teacher qualifications
- Professional development and training for Pre-k teachers and assistant teachers
- Coordinated support services
- Inclusion of children with disabilities
- Facilities requirements
- Licensure requirements
- Process for continuous improvement, classroom assessments, and child outcome assessments (OSSE, 2009)

The District of Columbia has been a leader in providing early childhood education, offering public school pre-k to 4 year olds on a first-come-first-served basis since 1972 (Belfield, 2006). In early 2011, Mayor Vincent Gray announced that there are enough Pre-K slots for every 3- and 4- year old seeking a spot in the District of Columbia (Strauss, 2011). In FY 2012, the District of Columbia's funding level for Pre-k programs across public schools (DCPS), public charter schools (DCPCS), and community-based organizations (CBO) totaled approximately $157 million, serving 11,267 children (The National Institute for Early Education Research, 2012). D.C. ranks first for percentage of children served at both ages 3 and 4 and for per child spending costs (The National Institute for Early Education Research, 2012).

In 2009, the City Council unanimously approved $20 million to implement the Pre-k Enhancement and Expansion (PKEEP) Act of 2008 in the 2009-2010 budget (Pre-K Now, 2010). The Act promotes the expansion of enrollment in pre-k classrooms across all sectors in the District of Columbia. It also makes a commitment to provide high quality early education to the children of the District of Columbia. The new legislation is a key part of OSSE's mission and goal to ensure that all District of Columbia children are ready for school and that all District residents receive an excellent education for success in the 21st century. The aim of the PKEEP program is to increase high quality Pre-k services in the District. Currently, D.C. meets 7 quality standards benchmarks in programs operated through DCPS and CBOs (i.e., early learning standards, teacher degrees, teacher specialized training, maximize class size, staff-child ratio, and meals) and 2 quality standards benchmarks in DCPCS (i.e., early learning standards and meals) (The National Institute for Early Education Research, 2012).

Language development, including expressive and receptive language skills, is a critical factor in children's overall development, given the complex interplay between language acquisition, cognitive development, and learning, as well as the potential implications for long-term social adaptation and academic success. Receptive language is the ability to listen and understand language. Expressive language is the ability to communicate with others using language.

Research has shown that vocabulary skills are implicated in multiple aspects of reading and consequently early vocabulary development is a major predictor of reading development over time. According to McDowell, Lonigan, & Goldstein, (2007) children who begin school with a wider range of vocabulary knowledge show greater sensitivity to sound patterns within words and are more successful in learning the foundational skills of letter-sound correspondences. The size of a child's vocabulary bank is also related to other aspects of word knowledge such as morphological awareness, and reflects a child's world knowledge and understanding of a range of experiences, which are critical contributors to effective reading in the higher grades. As children progress in their reading development, the breadth of their vocabulary knowledge then plays a critical role in accurate decoding, especially of less common words. Hemphill and Tivnan (2008) in their longitudinal study showed that vocabulary skills at the beginning of first grade made a critical contribution to later achievement in reading comprehension for students in their study, even within the context of schools that were implementing district wide literacy reform initiatives.

Findings from the evaluations of the Pre-k Incentive Program conducted by Howard University's Center for Urban Progress (CUP), a precursor to the PKEEP program, showed that during the 5 year study period: a) components of the demonstration program were implemented with success and growing fidelity at a majority of community-based sites, b) program operations (e.g., class size, staffing, teacher qualifications, and hours of operation) were generally executed to meet program guidelines, c) Hispanic families had positive opinions about the program and its overall effects on their children's development and preparedness for kindergarten, d) collateral service providers (Training and Technical Assistance and Comprehensive Health Services) delivered the required services, e) pre/post improvements were made in many areas of language, literacy, and general classroom activities, and f) students developed cognitively and socially during the program year (Green & McKie, 2007; Green, McKie, & Manswell Butty, 2008, 2009, 2010). Further findings from the Pre-k Enhancement and Expansion Program Evaluation has revealed basic quality for teacher-child interactions, classroom organization and language and literacy, but low quality in instructional support in pre-k programs across the District of Columbia, which indicates necessary targeted quality improvement measures (Green, McKie, & Manswell Butty, 2010, 2011, 2012).

KEY RESEARCH QUESTIONS

The PKEEP evaluation was designed to address the following research questions:

1) What is the status of the District of Columbia's Pre-k classroom quality using the Classroom Assessment Scoring System (CLASS) structured classroom observation tool identified by OSSE/DEL?
2) What are District of Columbia's Pre-k student language development outcomes (expressive and receptive language) using standardized assessment tools: $PPVT_4$ and EVT_2?

METHODOLOGY

A. Sampling, Sites, and Participants

Classroom Observations. A proportional stratified sampling design was used to select 223 classrooms to conduct classroom observations for PKEEP. This design proportionally divided the population on the specific characteristic of ward and then used simple random sampling for each sector (public schools, n=100 classrooms; public charter school, n=90 classrooms). This design guaranteed that there would be a sample from each subgroup. Sampling for the third sector, community-based centers (CBOs), was purposeful and included 36 classrooms that currently receive the PKEEP model (formerly Pre-Kindergarten Incentive Program (PKIP)).

A total of 218 classrooms were observed during the period of May 6 - July 20, 2013 in public schools (n=93 classrooms), public charter schools (n=89 classrooms), and community based-organizations (n=36 classrooms) (see Table 1 and Appendix A for a list of centers and schools). While scheduling observations, HUCUP learned that CLASS had been conducted and scheduled to be conducted in 9 of the selected DCPCS schools for a DC Public Charter School Board (PCSB) pilot study. School administrators and the PCSB agreed to share the data with HUCUP. Subsequently, HUCUP received the CLASS data of 36 classrooms. The observations were conducted from February 5 – June 6, 2013 in the 8 schools by another agency (see Appendix A).

Standardized Assessments. Site selection was based on schools within each education sector where classroom observations were already being conducted as a part of the classroom quality study. For the PPVT-4 and EVT-2 sample, the sample sizes were a "true" representative sample

of children by sector. Results of a statistical analysis that calculated a representative sample of children by sector were: DCPS (n=359 students), DCPCS (n=359 students), and Pre-K CBOs (n = 215 students). The standard used for selecting the random sample size (i.e., a representative sample) was a 5% margin of error and 95% confidence interval.

A total of 730 students (53.4% females and 46.6 % males), ranging in age from 2-years, 6-months, to 6-years, 2-months, were assessed during the period of June 2013 in public schools (n=237 children), public charter schools (n=234 children), and community based-organizations (n=259 children) (see Table 1). Participation in the study was voluntary and determined by the final number of students for whom parent consent forms were received. There were no exclusionary criteria.

Table 1: Number of Classroom Observations (n=classrooms) and Standardized Assessments (n=children) conducted in 2013 by Sector

	CBO (n)	DCPS* (n)	DCPCS (n)	Total (n)
Classroom Observations (n = classrooms)				
CLASS	36	93	89	218
Standardized Assessments (n = children)				
PPVT-4	259	237	234	730
EVT-2	259	237	234	730

Key: CBO – Community-based Organizations; DCPS = District of Columbia Public Schools; DCPCS = District of Columbia Public Charter Schools

B. Access to Sites

To gain access to the sites, the Office of the State Superintendent of Education, Division of Early Learning (OSSE/DEL) submitted a letter to all schools and community-based centers participating in the study. This letter explained the significance of the evaluation to the *Pre-K Enhancement and Expansion Act of 2008*, the purpose of the study, and the importance and process involved in their participation (see Appendix B for the OSSE letter). Additionally, CUP contacted all school principals/directors by phone and email to schedule evaluation activities and teachers were notified by the school principals/directors about the evaluation activities and process (see Appendix C and D for information given the school principals/directors to inform them of the evaluation activities).

C. Instruments

The *Classroom Assessment Scoring System* (CLASS), a standardized instrument, was used to conduct classroom observations. Two instruments were used to measure children's language outcomes: Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4) and Expressive Vocabulary Test, Second Edition (EVT-2). The following are a description of instruments used for the classroom observations and standardized assessments.

CLASS (*Classroom Assessment Scoring System*) assesses the emotional and instructional climate in Pre-k classrooms. It is assesses the following specific domains: *Emotional Support*, Classroom Organization, and instructional support. CLASS has been researched for over 10 years and used in more than 3,000 pre-k to third grade classrooms. It was developed based on an extensive literature review as well as on scales used in large-scale classroom observation studies in the National Institute of Child Health and Human Development (NICHD) Study of Early Care and the National Center for Early Development and Learning (NCEDL) Multistate Pre-K Study (see Appendix E for CLASS Description of Items).

PPVT-4 (*Peabody Picture Vocabulary Test, Fourth Edition*) is a norm-referenced, wide-range instrument that is untimed and individually administered to children and adults ages 2 years 6 months through 90 years and older. It measures the receptive (hearing) vocabulary of children and adults. It evaluates comprehension of the spoken word in Standard English, measuring the examinee's achievement in acquiring vocabulary. The PPVT-4 has a national average standard score of 100 and a standard deviation score of 15. (see Appendix F for $PPVT_4$ Description).

EVT-2 (*Expressive Vocabulary Test, Second Edition*) is an individually administered, norm-referenced instrument that assesses vocabulary and word retrieval for children and adults ages 2 years 6 months through 90 years and older. Items of the EVT-2 represent 20 categories of content (e.g., actions, vegetables, tools) and parts of speech (nouns, verbs, or attributes). The EVT_2 has a national average standard score of 100 and a standard deviation score of 15. (see Appendix F for EVT-2 Description).

D. Data Collection Procedures

During the classroom observations, trained and credentialed observers conducted observations using the *CLASS.* Trained assessors examined children using the *PPVT-4* and *EVT-2*. Following is a description of the process for conducting the observations and assessments.

CLASS - Administration of the CLASS took about 2 hours. The observer conducted the observation according to the following rules: observation to start at 9:00 a.m. and coding to

proceed using the 30-minute cycle (i.e., 20 minutes observe, 10 minute record) until the end of the observation. Four cycles were obtained. During cycles, the observer was careful not to disrupt the ongoing activities. The observer maintained a neutral expression so that body language did not impact classroom events. At the end of the observation, the observer thanked the teacher and left.

PPVT-4 and ***EVT-2***- Administration of each instrument, PPVT-4 and EVT-2, took about 10 to 15 minutes. Each student was administered Form A of both vocabulary assessments, with the order of presentation being the PPVT-4 followed by the EVT-2. Standardized administration and scoring procedures were implemented for each administration. The testing, conducted by a trained examiner, took place in a quiet, private room, away from distractions, as designated by the site director/principal. Two chairs of appropriate size were placed at a table or desk. At the end of testing, the examiner took the examinee back to the classroom.

E. Data Analysis

Classroom observations and assessment data were analyzed using SPSS. For classroom observations, descriptive analyses were performed to determine the means of a) all pre-k classrooms collectively and b) classrooms by sector (CBOs, DCPS, DCPCS).

The PPVT-4 and the EVT-2 yield several scores including standard scores, stanines, national curve equivalents (NCEs), age and grade equivalent scores, as well as Growth Scale Value scores (GSV). Standard scores, percentiles, stanines, and NCEs compare an examinee's vocabulary knowledge with that of a reference group representing all individuals of the same age or grade. The Growth Scale Value (GSV) measures an examinee's vocabulary with respect to an absolute scale of knowledge. The standard scores served as the primary measure of interest for the study. A combination of descriptive statistics, t-tests, and analysis of variance (ANOVA) were used to further analyze the data.

The following classification ranges are utilized in the study to facilitate interpretation of the PPVT-4 and EVT-2 standard scores (see Table 2):

Table 2: $PPVT_4$ and EVT_2 Standard Score Classification Ranges

Classification	Standard Score Range
Extremely Low	20-70
Moderately Low	71-84
Average	85-115
Moderately High	116-129
Extremely High	130-160

F. Limitations

There were a few limitations to the evaluation. The classroom observations were conducted at the end of the school year, from May 6, 2013 – June 19, 2013 with some schools engaging in end of the year activities. The results reflect outcomes as close to "normalcy" as possible. In 9 DCPCS schools, CLASS had been conducted or was scheduled to be conducted in classrooms as part of a PCSB pilot study. The results of the CLASS data, conducted by another agency, were shared with HUCUP. An additional limitation was that participation in the standardized assessments was voluntary and determined by the final number of students for whom parent consent forms were received. There were no exclusionary criteria.

RESULTS

A. Research Question 1

What is the status of the District of Columbia's Pre-k classroom quality using the Classroom Assessment Scoring System (CLASS) structured classroom observation tool identified by OSSE/DEL?

Classroom Observations - CLASS

1. Overall Findings

CLASS observations were conducted in 36 CBO classrooms, 93 DCPCS classrooms and 89 DCPCS classrooms, a total of 218 classrooms. The following presents the 1) overall findings by dimension and domain and 2) findings by sector (CBO, DCPS, DCPCS).

Dimension Scores. The highest to the lowest CLASS dimension average scores were as follows: *Negative Climate* (1.2 or 6.8 out of 7.0); *Positive Climate* (5.9 out of 7.0), *Teacher Sensitivity* (5.9

out of 7.0), *Productivity* (5.8 out of 7.0), Behavior *Management* (5.7 out of 7.0), *Regard for Student Perspectives* (5.1 out of 7.0), *Instructional Learning Format* (5.0 out of 7.0), *Quality of Feedback* (2.7 out of 7.0), *Language Modeling* (2.5 out of 7.0) and *Concept Development* (2.3 out of 7.0) (see Figure 1).

Domain Scores. The highest to lowest CLASS domain average scores were as follows: *Emotional Support* (5.9 out of 7.0), *Classroom Organization* (5.5 out of 7.0) and *Instructional Support* (2.5 out of 7.0) see Figure 2).

Summary. Analyses of field notes for CLASS observations across all 218 classrooms found that:

Emotional Support

- ***Negative Climate*** fell in the '***high***' quality range, meaning that teachers and students did not display strong negative affect in the classroom.
- ***Positive Climate***, ***Teacher Sensitivity*** and ***Regard for Student Perspectives*** fell in the '***mid***' quality range, meaning that 1) teachers and students generally enjoyed warm, supportive relationships, 2) teachers were generally aware and responsive to students who needed extra support, assistance, or attention and 3) occasionally teachers were flexible in their plans and went along with students' ideas and interests, and provided some support for student autonomy and leadership.

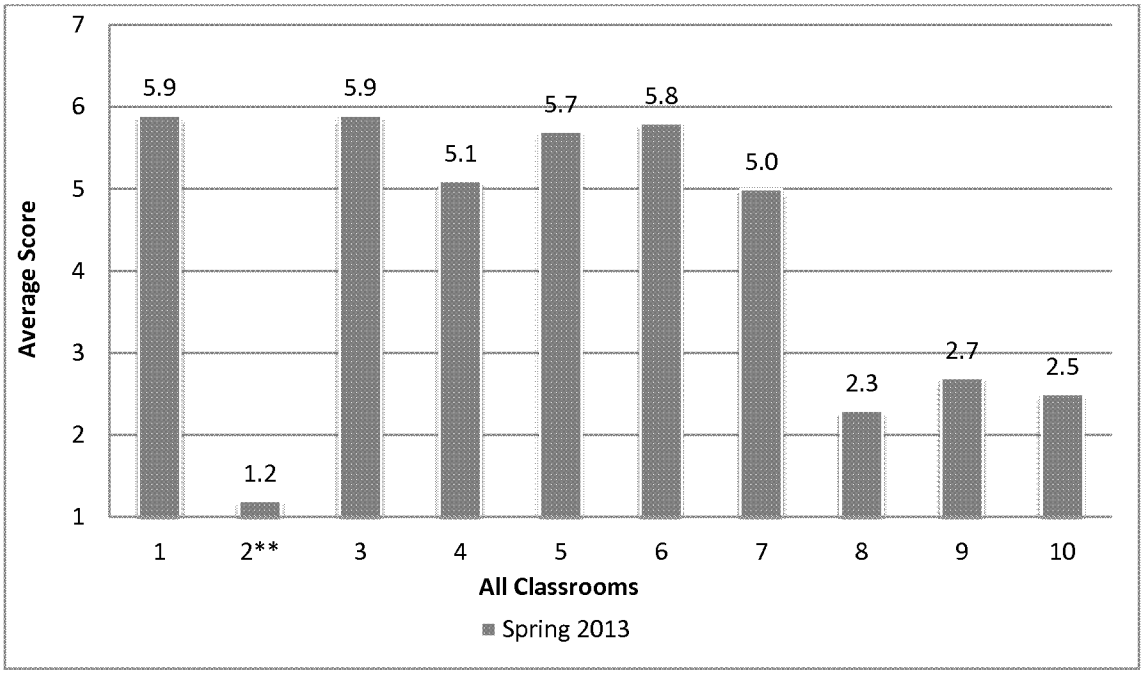
Classroom Organization

- ***Behavior Management***, ***Productivity*** and ***Instructional Learning Format*** fell in the '***mid***' quality range revealing that 1) the rules and expectations were generally reinforced and teachers usually used effective methods to prevent and redirect misbehavior; 2) teachers generally managed instructional time and routines so students had the opportunity to be involved in learning activities; and 3) occasionally teachers maximized students' interests, engagement and ability to learn from lessons and activities.

Instructional Support

- ***Concept Development***, ***Quality of Feedback*** and ***Language Modeling*** scores fell in the '***low***' quality range indicating that 1) teachers rarely used instructional discussions and activities to promote students' higher-order thinking and cognition; 2) teachers rarely provided feedback that expanded learning and understanding, and 3) teachers rarely used language-stimulation and language-facilitation techniques.

Figure 1: OVERALL - CLASS Dimensions Average Scores (n = 218 classrooms)



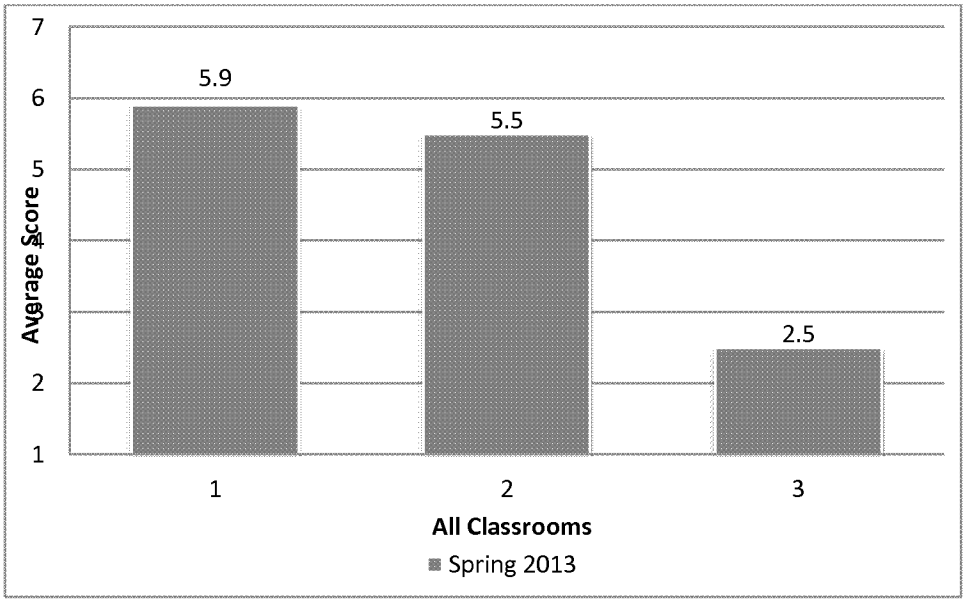
N= 218 classrooms

Dimension Scores range from 1-7 **(LOW** = 1, 2; **MID** = 3, 4, 5; **and HIGH** = 6, 7**)**

****Negative climate is scaled in the opposite direction of the other CLASS scales (Higher negative indicates lower classroom quality)

1= Positive Climate
2= Negative Climate
3= Teacher Sensitivity
4= Regard For Student Perspectives
5= Behavior Management
6= Productivity
7= Instructional Learning Format
8= Concept Development
9= Quality Feedback
10= Language Modeling

Figure 2: OVERALL - CLASS Domain Average Scores (n=218 classrooms)



N= 218 classrooms

Domain Scores range from 1-7 **(LOW** = 1, 2; **MID** = 3, 4, 5; **and HIGH** = 6, 7**)**

1= Emotional Support
2= Classroom Organization
3= Instructional Support

2. Findings by Sector

Dimension Scores. Overall, dimension scores from spring 2013 CBO, DCPS and DCPCS classrooms revealed similar patterns. The CLASS dimension average scores across sector fell within the following ranges (see Table 3 and Figure 3):

Table 3: CLASS Dimension Ranges by Sector (CBO, DCPS, DCPCS)

	CBO	DCPS	DCPCS
High	• Negative Climate* • Positive Climate • Teacher Sensitivity	• Negative Climate* • Teacher Sensitivity • Productivity	• Negative Climate*
Mid	• Productivity • Behavior Management • Regard for Student Perspectives • Instructional Learning Format	• Positive Climate • Behavior Management • Instructional Learning Format • Regard for Student Perspectives	• Positive Climate • Teacher Sensitivity • Productivity • Behavior Management • Instructional Learning Format • Regard for Student Perspectives
Low	• Quality of Feedback • Language Modeling • Concept Development	• Quality of Feedback • Language Modeling • Concept Development	• Quality of Feedback • Language Modeling • Concept Development

* - High negative climate range denotes low negativity

(LOW = 1, 2; MID = 3, 4, 5; and HIGH = 6, 7)

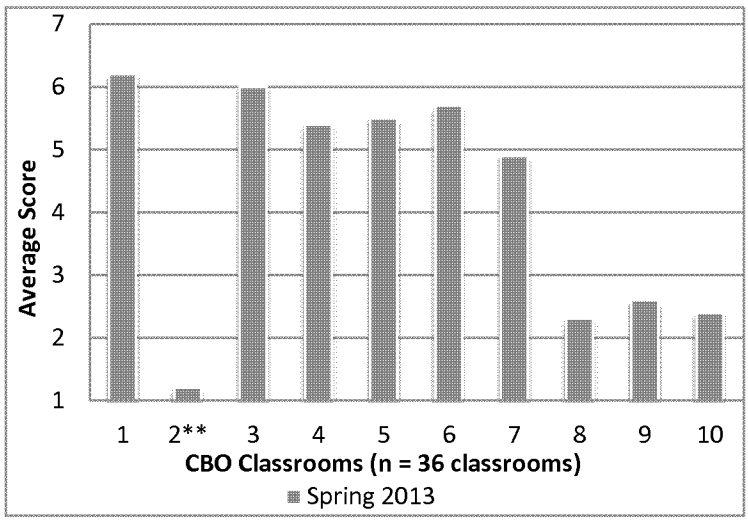
Domain Scores. Overall, domain scores from spring 2013 CBO, DCPS and DCPCS classrooms revealed similar patterns. The CLASS domain average scores across sector fell within the following categories: (see Table 4 and Figure 4)

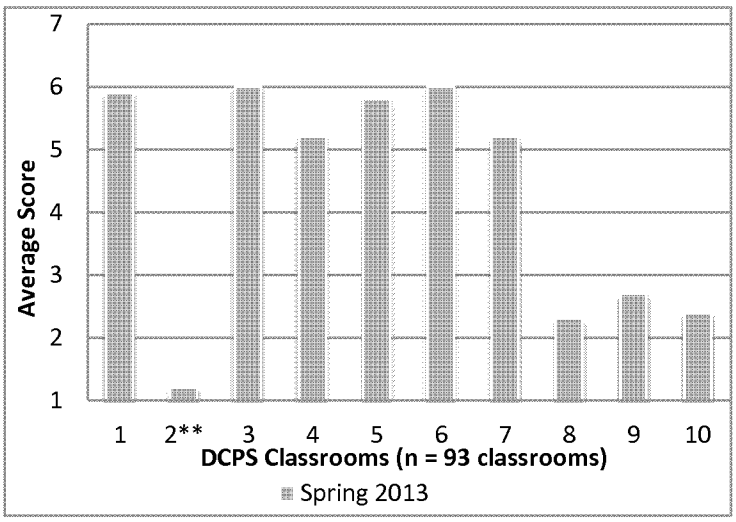
Table 4: CLASS Domain Ranges by Sector (CBO, DCPS, DCPCS)

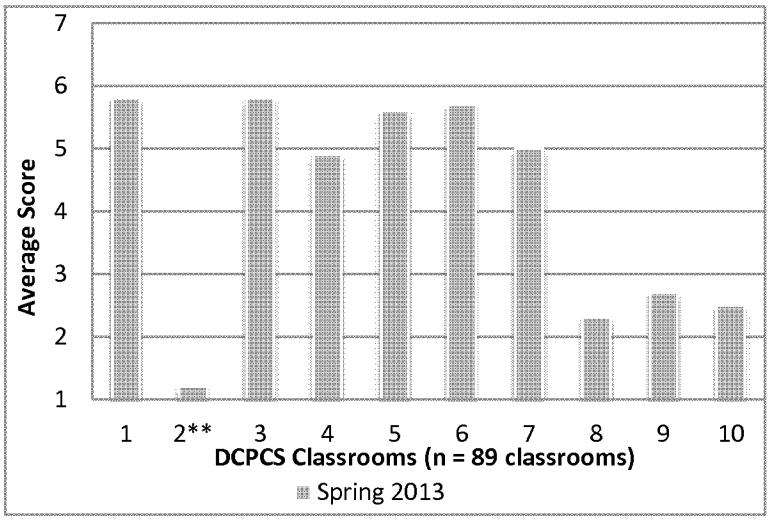
	CBO	DCPS	DCPCS
High	• Emotional Support	• Emotional Support	--
Mid	• Classroom Organization	• Classroom Organization	• Emotional Support • Classroom Organization
Low	• Instructional Support	• Instructional Support	• Instructional Support

Summary. Analyses of field notes for CLASS observations across the sectors found similar patterns in that scores in the *emotional support* domain (***positive climate, negative climate, teacher sensitivity***, and ***regard for student perspectives***, generally fell in the 'high' or 'mid' quality range; scores in *classroom organization* domain (***behavior management***, ***productivity***, and ***instructional learning formats***) generally fell in the 'mid' quality range; and scores in *instructional support* domain (***concept development***, ***quality of feedback*** and ***language modeling)*** fell in the 'low' quality range.

Figure 3: SECTOR - CLASS Dimension Average Scores - CBO (n=36 classrooms), DCPS (n=93 classrooms), & DCPCS (n=89 classrooms)







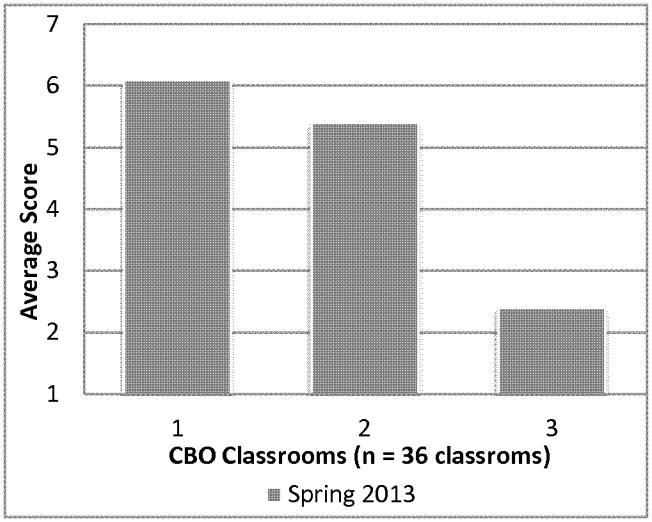
CBOs (n = 33 classrooms), DCPS (n=93 classrooms), DCPCS (n=89 classrooms)

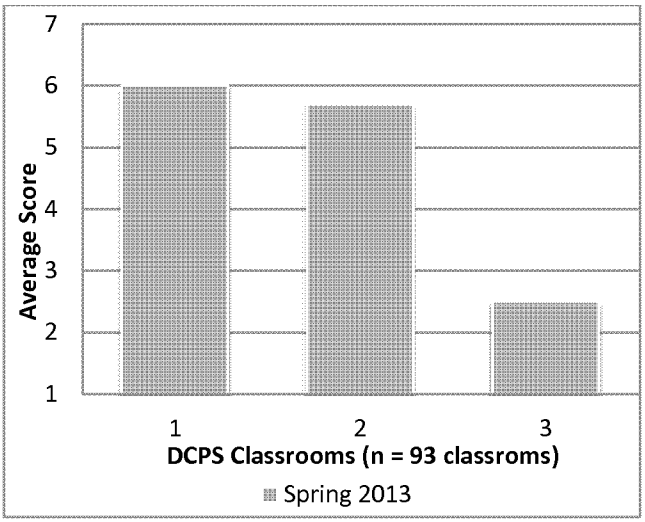
Dimension Scores range from 1-7 **(LOW** = 1, 2; **MID** = 3, 4, 5; **and HIGH** = 6, 7**)**

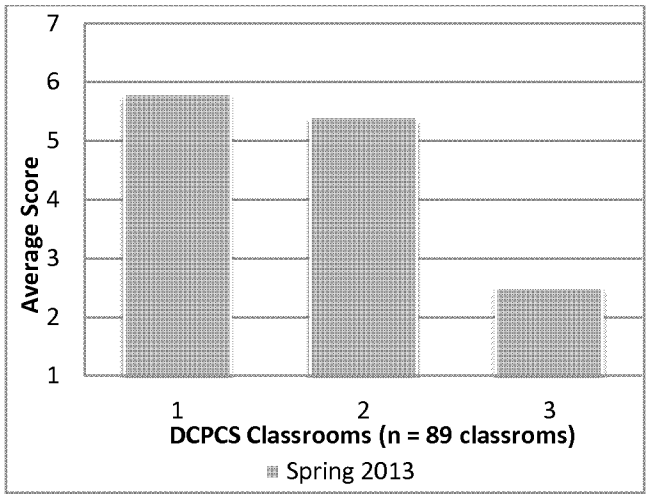
****Negative climate is scaled in the opposite direction of the other CLASS scales (Higher negative indicates lower classroom quality)

1= Positive Climate
2= Negative Climate
3= Teacher Sensitivity
4= Regard For Student Perspectives
5= Behavior Management
6= Productivity
7= Instructional Learning Format
8= Concept Development
9= Quality Feedback
10= Language Modeling

Figure 4: SECTOR - CLASS Domain Average Scores - CBO (n=36 classrooms), DCPS (n=93 classrooms), & DCPCS (n=89 classrooms)







CBOs (n = 36 classrooms), DCPS (n=93 classrooms), DCPCS (n=89 classrooms)

Domain Scores range from 1-7 **(LOW** = 1, 2; **MID** = 3, 4, 5; **and HIGH** = 6, 7**)**

1= Emotional Support
2= Classroom Organization
3= Instructional Support

A. Research Question 2

What are District of Columbia's Pre-k student language development outcomes (expressive and receptive language) using standardized assessment tools: *PPVT-4 and EVT-2*?

Standardized Assessments - PPVT-4 and EVT-2

1. Demographics of Study Sample

A total of 730 students (53.4% females and 46.6 % males), ranging in age from 2-years, 6-months, to 6-years, 2-months, were assessed during the period of June 2013. Figure 5 presents the major demographic characteristics of the sample. Of the 730 students assessed, the dominant language spoken at home was only identified for 704 of them, with Figure 5 showing that the majority of these students (77.4%) reportedly resided in homes where English was the dominant language spoken. Among the study sample 32.5% (237 students) were from the DCPS sector, 32.1% (234 students) from the DCPCS sector, and 35.5% (259 students) from the CBO sector (see Figure 6).

Figure 5: Percent Distribution of Dominant Language of Study Sample

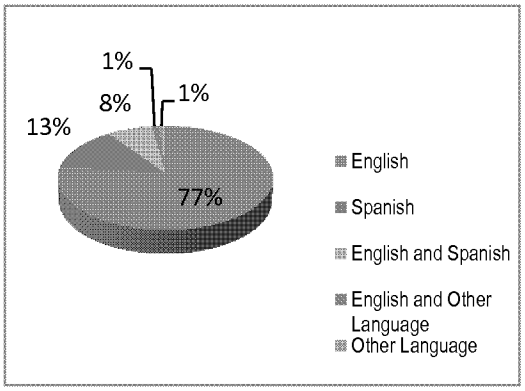
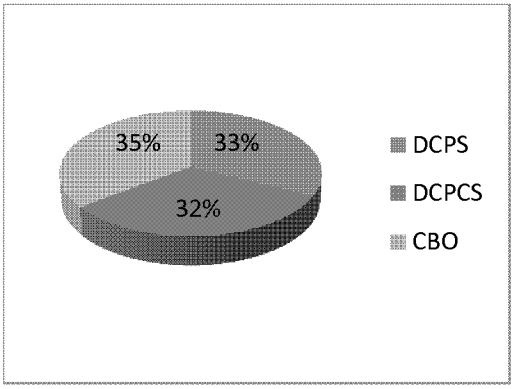


Figure 6: Percent Distribution of Students within each Education Sector

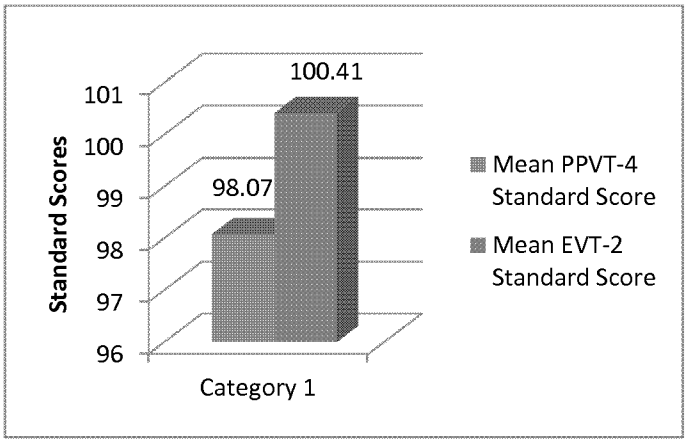


2. Performance of Total Sample across Language Measures

Performance of Total Sample on PPVT-4 and EVT-2

Overall, the sample group's mean PPVT-4 standard score (M= 98.07, SD = 17.50) and mean EVT-2 standard score (M =100.41, SD = 17.52) fell within the Average range as shown in Figure 7 below.

Figure 7: Total Sample's Mean PPVT-4 and EVT-2 Standard Scores



Comparison of Total Sample's PPVT-4 and EVT-2 Performance with PPVT-4 and EVT-2 Normative Groups

The total sample's performance was comparable to that of the EVT-2 normative sample as indicated by the results of the one-sample t-test shown in Table 5 below (t= .628, df = 728, p=.530). However, their overall performance was significantly lower than that of the PPVT-4 normative group (t = -2.981, df =729, p= .003)

Table 5: Comparison of Total Sample's Mean PPVT-4 and EVT-2 Standard Scores with the PPVT-4 and EVT-2 Normative Mean Standard Scores

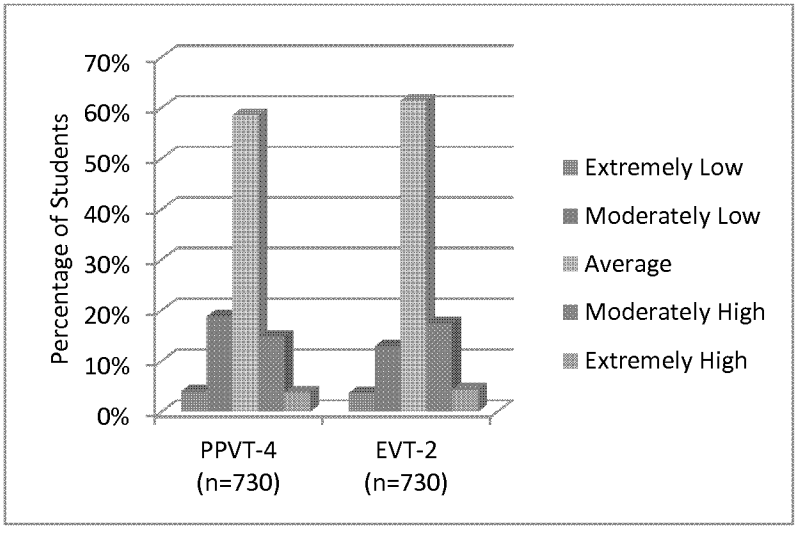
	Total Sample			Normative Group				
	N	M	SD	N	M	SD	t	p
PPVT-4	730	98.07	17.50	3,540	100	15	-2.981	.003
EVT-2	729	100.41	17.52	3,540	100	15	.628	.530

N= number in group; M = mean; SD = standard deviation; t = one-sample t-test value

Classification Score Range Distribution of Total Sample's PPVT-4 and EVT-2 Standard Scores

Overall, the overwhelming majority of the study sample demonstrated intact language skills with a total of 77% of them exhibiting average to above receptive language skills and a total of 83% of them exhibiting average to above average expressive language skills. Figure 8 shows that of the total 703 students, the majority scored within the Average classification score range on both the PPVT-4 (58.6%) and the EVT-2 (61.4%). A small percentage of the study sample demonstrated advanced receptive language skills (18.6%) and advanced expressive language skills (21.95). Delayed language skills were only seen for a small percentage of the total sample group (22.8% and 16.6% on the PPVT-4 and EVT-2, respectively).

Figure 8: Percent Distribution of PPVT-4 and EVT-2 Standard Scores within each Classification Score Range

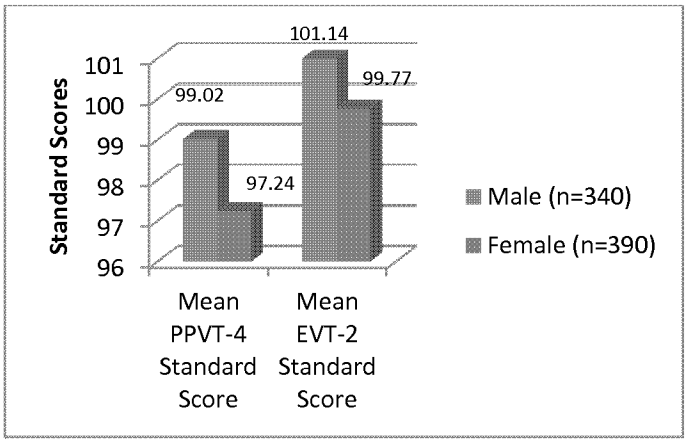


3. Performance Across Language Measures by Gender

Overall Performance of Male and Female Students on the PPVT-4 and EVT-2

Figure 9 below showed that the overall mean performance of males and females fell within the Average classification score range (85-115) across both language measures.

Figure 9: Mean PPVT-4 and EVT-2 Standard Scores by Gender



Comparison of Male and Female Students' Mean Performance on the PPVT-4 and EVT-2

Further analysis of data showed that while mean PPVT-4 and EVT-2 scores were higher for males than for females as depicted above, there were no significant difference between their performance across language measures with ANOVA results showing no significant effects of gender (F=1.897, p>.05; F= 1.104, p>.05) (see Table 6).

Table 6: Comparison of Males' Mean PPVT-4 and EVT-2 Standard Scores with Females' Mean PPVT-4 and EVT-2 Standard Scores

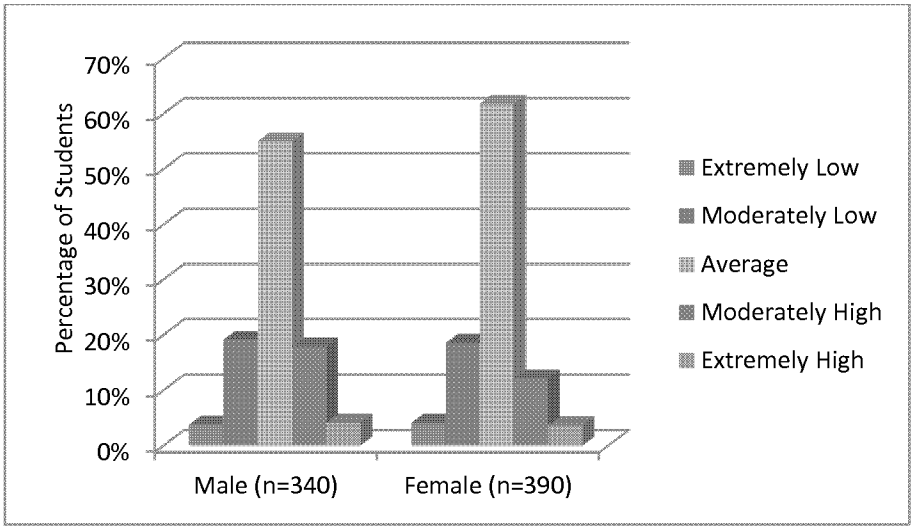
	Males			**Females**				
	N	M	SD	N	M	SD	F	Sig
PPVT-4	340	99.02	17.90	390	97.24	17.12	1.897	.169
EVT-2	339	101.14	17.18	390	99.77	17.80	1.104	.294

N= number in group; M = mean; SD = standard deviation; t = one-sample t-test value

Classification Score Range Distribution of Male and Female Students' PPVT-4 and EVT-2 Standard Scores

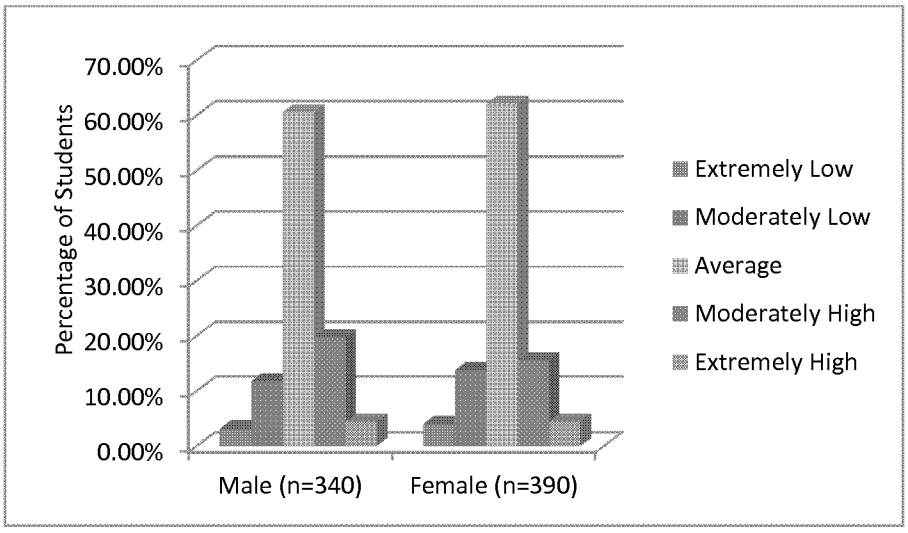
PPVT-4 data showed that the majority of males (55%) and females (61.8%) demonstrated average receptive language skills (Figure 10). Overall, advanced receptive language skills were demonstrated by 18.6% of the male students and 15.7% of female students, with only a small percentage exhibiting delayed receptive language skills (22.9% and 22.6%, respectively).

Figure 10: Percent of Male and Female Students Scoring within Each Classification



A similar pattern emerged on the EVT-2 where the majority of males (60.6%) and females (62.1%) again scored within the Average range. Again, only a small percent of students displayed delayed expressive language skills (15% of males and 17.9% of females) (see Figure 11).

Figure 11: Percent of Male and Female Students Scoring within Each Classification Score Range on EVT-2



Comparison of Male and Female Students' Performance with PPVT-4 and EVT-2 Normative Groups

Overall, boys' mean performance across the PPVT-4 and the EVT-2 was comparable to that of the normative groups, as indicated by the results of the one-sample t-tests shown in Table 7 below (t= .-1.006, df = 339, p>.05; t=1.220, df = 338, p>.05).

Table 7: Comparison of Males' Mean PPVT-4 and EVT-2 Standard Scores with the PPVT-4 and EVT-2 Normative Mean Standard Scores

	Male Students			**Normative Group**				
	N	M	SD	N	M	SD	t	sig
PPVT-4	340	99.02	17.90	3, 540	100	15	-1.006	.315
EVT-2	339	101.14	17.18	3,540	100	15	1.220	.223

N= number in group; M = mean; SD = standard deviation; t = one-sample t-test value

While the mean EVT-2 performance of girls was comparable to that of the EVT-2 normative group (t= -.253, df = 389, p>.05), findings of the one-sample t-test presented below in Table 8 show that the mean PPVT-4 performance of girls was significantly lower than that of the PPVT-4 normative group (t= .-3.187, df = 389, p<.05).

Table 8: Comparison of Females' Mean PPVT-4 and EVT-2 Standard Scores with the PPVT-4 and EVT-2 Normative Mean Standard Scores

	Female Students			Normative Group				
	N	M	SD	N	M	SD	t	sig
PPVT-4	390	97.24	17.12	3, 540	100	15	-3.187	.002
EVT-2	390	99.77	17.80	3,540	100	15	-.253	.800

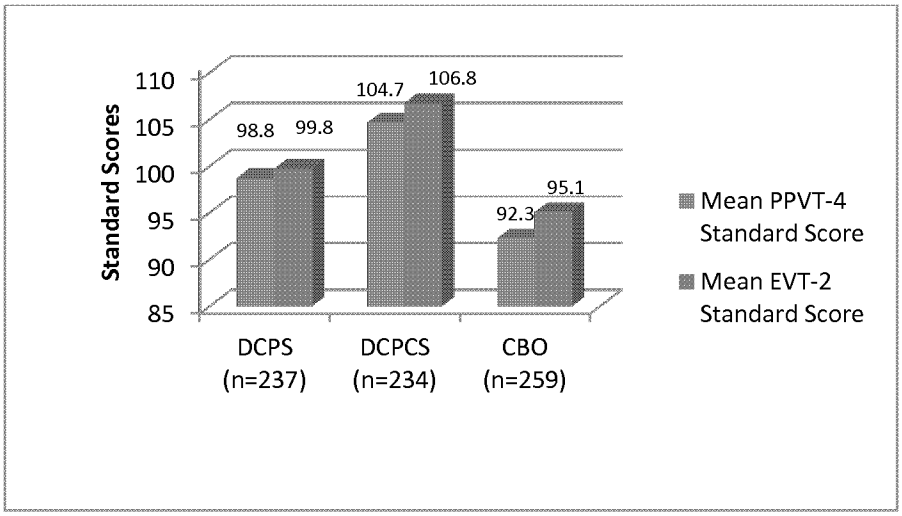
N= number in group; M = mean; SD = standard deviation; t = one-sample t-test value

4. Performance across Language Measures by Education Sector

Comparison of Students' Mean Performance on PPVT-4 and EVT-2 by Sector

The overall mean PPVT-4 and EVT-2 standard scores fell within the Average range across each sector (Figure 12). Across both measures, the highest overall mean standard score was obtained by the subgroup of students from the DCPCS educational sector.

Figure 12: Mean PPVT-4 and EVT-2 Standard Scores for Study Sample by Education Sector



Follow-up analysis of variance (ANOVA) shown below in Table 9 indicated that the mean PPVT-4 performance of the DCPCS group was significantly higher than the mean performance of the other two sector groups (F= 40.08, p = .000).

Table 9: Comparison of Sample Group's PPVT-4 Standard Scores across Education Sectors

DCPS			**DCPCS**			**CBO**			F	Sig
N	M	SD	N	M	SD	N	M	SD		
237	98.83	19.84	234	104.73	15.36	259	91.36	14.36	40.08	.000

Similarly, follow-up analysis of variance (ANOVA) showed a significantly higher overall mean EVT-2 performance by students from the DCPCS sector as compared to the mean performance of students from the DCPS and CBO sectors (see Table 10).

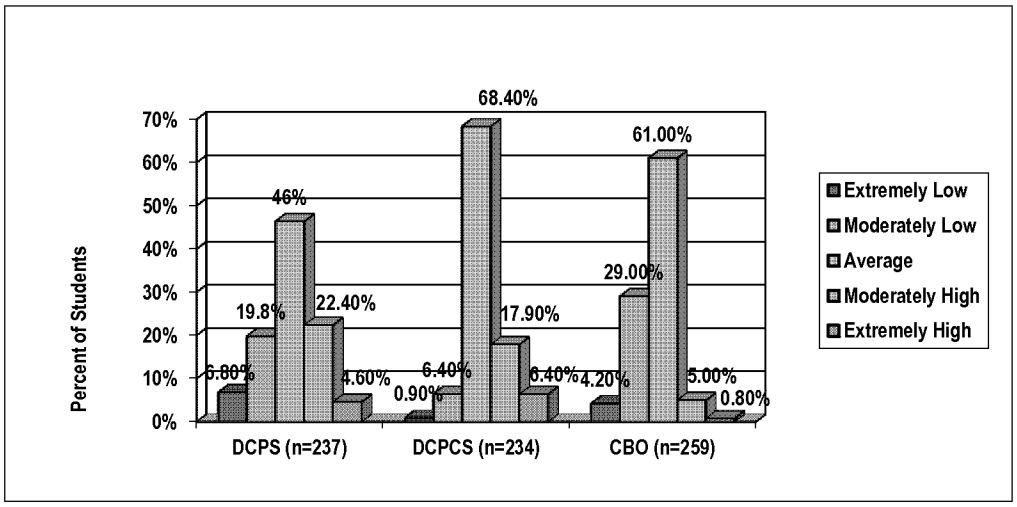
Table 10: Comparison of Sample Group's EVT-2 Standard Scores across Education Sectors

DCPS			**DCPCS**			**CBO**			F	Sig
N	M	SD	N	M	SD	N	M	SD		
236	99.80	20.78	234	106.84	15.54	259	95.15	13.74	29.77	.000

Distribution of Students' PPVT-4 and EVT-2 Standard Scores within each Classification Score Range, by Education Sector

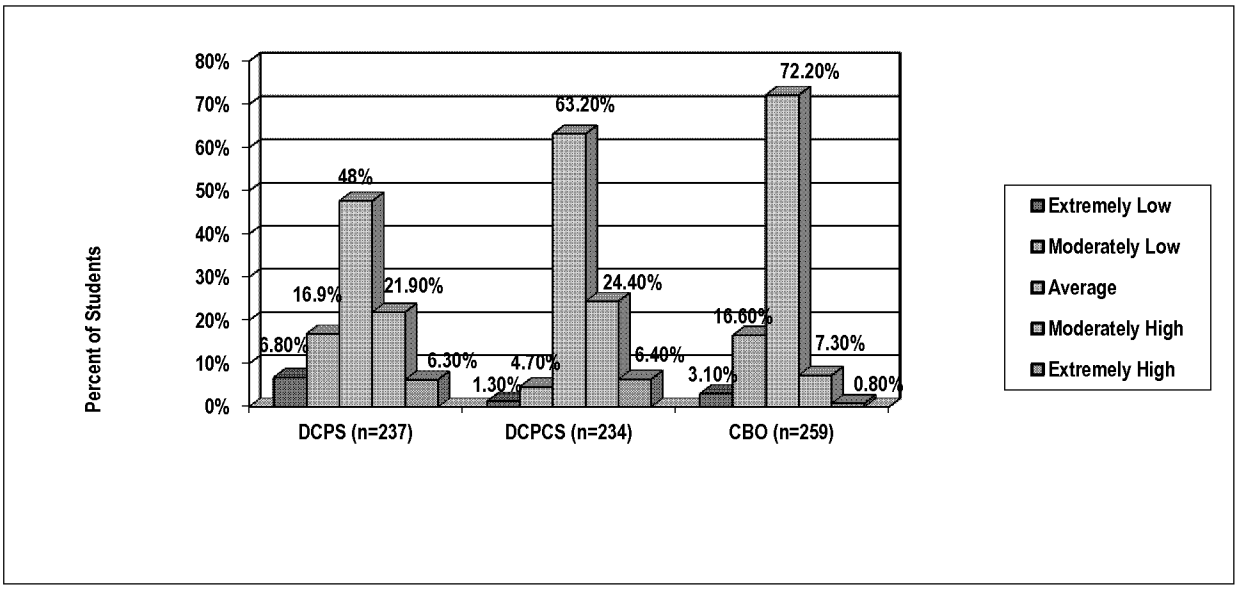
Disaggregated data by education sector showed that overall, the vast majority of students across all three sectors demonstrated average to above average receptive language skills (Average, Moderately High and High classification score ranges), with the DCPCS sector reflecting the largest percentage (92.7%), followed by the DCPS sector (73.4%), and then the CBO sector (66.8%). Figure 13 below shows that within each sector, the majority of the students earned PPVT-4 standard scores which fell within the Average range (DCPS – 46.4%; DCPCS – 68.4%; CBO – 61.0%). A larger percentage of students from the CBO sector (33.2%) and the DCPS sector (26.6%) demonstrated below age expected receptive language skills (Moderately Low and Extremely Low classification score range) as compared to the percentage of students from the DCPCS sector (7.3%).

Figure 13: Percent of Students Scoring within Each Classification Score Range on the PPVT-4 by Sector



Overall, the vast majority of students across each education sector demonstrated age appropriate to above age appropriate expressive language skills with EVT-2 falling within the Average, Moderately High, and High classification score ranges. Again, the DCPCS sector reflected the highest percentage (94.0%), followed by the CBO sector (80.3%), and then the DCPS sector (75.9%). Figure 14 below reflects a similar pattern to that seen in relation to the PPVT-4 data, with the majority of students within each education sector earning EVT-2 standard scores which fell within the Average classification score range (DCPS – 47.7%; DCPCS – 63.2%, and CBO – 72.2%). In total, only a small percentage of students (6.0%) of students from the DCPCS sector demonstrated delayed expressive language skills, as compared to 19.7% of students from the CBO sector, and 23.7% of students from the DCPS sector.

Figure 14: Percent of Students Scoring within Each Classification Score Range on the EVT-2 by Education Sector



KEY FINDINGS

A primary goal of the Pre-kindergarten Enhancement and Expansion Program is to ensure that high quality education is being achieved for Pre-K students in pre-k programs for all sectors of schools and various demographic categories. At the conclusion of the 2012-2013 school year, a proportional representative sample of 218 DCPS, DCPCS, and Pre-K CBO pre-kindergarten classrooms were observed with the *Classroom Assessment Scoring System (CLASS)* to assess the emotional and instructional climate. Furthermore, a convenient sample of 703 students enrolled in pre-kindergarten programs across the three major education sectors of the District of Columbia were assessed with the *Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4)* and the *Expressive Vocabulary Test-Second Edition (EVT-2)*. The sample group was comprised of 53.4% females and 46.6 % males, ranging in age from 2-years, 6-months, to 6-years, 2-months.

Key Findings

The following is a summary of the major findings emerging from the study:

- Overall, classroom observations revealed that, across all sectors, the domain of emotional support was in the middle quality range (approaching high quality range), classroom organization was in the middle quality range, and instructional support was in the low quality range
- Similar patterns were found by sector - the emotional support domain was in the high quality range for CBOs and in the middle quality range for DCPS and DCPCS; classroom organization was in the middle range for all three sectors and instructional support was in the low quality range for all three sectors
- The 3 dimensions, a) concept development, b) quality of feedback and c) language modeling within the domain of instructional support were found to be in the low range across all sectors
- Overall, the majority of the study sample demonstrated intact (average and above average range) receptive language skills (77%) and expressive language skills (83%).
- For most of the study sample, their receptive and expressive language skills fell within the Average classification score range (58.6% and 61.4%, respectively).
- Delayed language skills were demonstrated by only a small percentage of the total sample group (22.8% and 16.6% on the PPVT-4 and EVT-2, respectively).
- Overall, the sample group's mean performance on the PPVT-4 and the EVT-2 fell within the Average range (M= 98.07 and M =100.41, respectively).

- The total sample group's mean EVT-2 standard score (100.41) was comparable to the EVT-2 normative mean score (100.1).
- The total sample group's mean PPVT-4 standard score (98.07) was significantly lower than the PPVT-4 normative mean score (100.1).
- Disaggregated data by gender showed that overall males' and females' mean performance fell within the Average range on the PPVT-4 (M=99.02 and 97.24, respectively) as well as on the EVT-2 (M = 101.14 and 99.77, respectively).
- Disaggregated data by gender showed that overall males and females performed comparably across both language measures – there were no significant differences between the mean performance of males and females on the PPVT-4 and the EVT-2.
- The mean PPVT-4-performance of males (99.02) was comparable to the PPVT-4 normative group's mean performance (100.1); however, for females, their mean PPVT-4 score (97.24) was significantly lower than the PPVT-4 normative group mean.
- The mean EVT-2 performance of males (101.14) and that of females (99.77) was not significantly different from the EVT-2 normative mean (100.1).
- Disaggregated data by education sector showed that the mean performance of the DCPS (M =98.8), DCPCS (M =104.73) and CBO (M = 92.36) groups fell within the average range on the PPVT-4.
- The mean performance of each sector group, DCPS (M= 99.8), DCPCS (M=106.84) and CBO (M =95.15), again fell within the Average range on the EVT-2.
- Overall, the DCPCS group performed significantly higher than the DCPS and CBO groups across both language measures.

CONCLUSION

A fundamental goal of the PKEEP is to provide enriched educational environments that support academic and social development of prekindergarten students. The third year evaluation of the PKEEP evaluation aimed to assess a representative sample of the pre-k classroom quality and the language development of pre-kindergarten students. Overall findings for classroom observations revealed that quality was generally in the mid range for the emotional interactions in the classroom, the mid-range for classroom organization and the low range for instructional support. Findings amongst CBO, DCPS, and DCPCS classrooms revealed similar trends to the overall classroom quality.

One of the key findings of the language development student assessments, is that the majority of the sample of pre-kindergarten students demonstrated average or above average receptive and expressive language skills.

More specifically, the key finding which showed that the students from the District of Columbia Public Charter Schools (DCPCS) demonstrated a significantly higher mean performance across both language measures than that of the other two education sectors (District of Columbia Public Schools and Community Based Organizations) underscores the need to examine sector specific instructional, environmental, and student variables which may assist in better delineating those factors contributing to higher mean performance for the DCPCS sector.

Research studies have consistently identified vocabulary development as a critical foundation skill in reading development and overall school success. Furthermore, with high-stakes accountability testing in the later grades coupled with No Child Left Behind, the kindergarten curriculum across many states and school districts has shifted to increasingly more emphasis on literacy, language development and numeracy skills. This finding is then significant in highlighting the "readiness" of this group of urban pre-kindergarten students in terms of development in one of the critical pillars of reading, that is, language development.

RECOMMENDATIONS

Recommendation 1. Provide specific feedback to teachers on their performance in the Pre-K program. After structured classroom observations, HUCUP provided OSSE with "summary of evidence reports" and a "supplemental document" to provide to teachers which gives them specific feedback on their strengths and areas needing improvement related to classroom practices. Collaborations with a technical assistance will further assist teachers in strengthening their practices in activities occurring around the classroom.

Recommendation 2. Support program staff with quality technical assistance, comprehensive clinical services, and evaluations that work together to support teachers and improve classroom quality. One of the successes of the PKEEP model (formerly Pre-Kindergarten Incentive Program (PKIP) was the team approach used to support program staff. Ongoing professional development and technical assistance aligned with evaluation findings proved to support program staff in their efforts to improve program quality. Additionally, supports received from the comprehensive health services team addressed aspects of program quality that directly met the needs of children. The coordination and team approach to services worked well in guiding and supporting program staff and children.

Recommendation 3. Focus staff professional development activities on areas needing improvement around language, literacy and instructional strategies. After a review of the findings, general areas needing improvement were concept development, quality of feedback, and language modeling. Focus professional development activities around these areas.

Recommendation 4. Make modeling and coaching available to teachers through the use of master teachers who can also serve as mentors. Allow teachers to share their strategies at professional development workshops and have teachers in the program observe other teachers' classroom strategies and techniques, visit other sites, and give teachers feedback on their teaching.

Recommendation 5. Continue to conduct structured classroom observations in a representative sample of classrooms using the tools identified by OSSE/DEL so that baseline findings from Pre-K programs can be used to establish benchmarks for annual program improvements across all sectors. This should occur for all Pre-K program sectors. The aim is that observations should occur on a representative sample of classrooms across sectors with projections for improvement with agreed upon benchmarks. Conducting these evaluations would also help to

document the progress and delivery of high quality early education programs in the District of Columbia.

Recommendation 6. Conduct student outcome assessments at the beginning and end of the academic year with a representative sample of children. Student outcome data collection for this study only occurred at the end of the students' pre-kindergarten year, and so the absence of baseline data limits our ability to identify vocabulary change over the course of the year and the impact of the specific pre-kindergarten programs on vocabulary development. Assessment data collected at the beginning and the end of the pre-kindergarten year may better help in understanding the impact of the curriculum in students' early language development.

Recommendation 7. Pay close attention to those children who demonstrated language skills below average level. While the overwhelming majority of the study sample demonstrated intact language skills, it is important that the needs of the percentage of those who demonstrated language skills below age expected level be identified in an effort to provide early intervention services. In light of previously cited research, these language deficits place them at risk for academic difficulties as they matriculate to higher grade levels.

Recommendation 8. Examine the language measure assessments against sector specific instructional, environmental, and student variables in DCPCS schools. A key finding showed that the students from the District of Columbia Public Charter Schools (DCPCS) demonstrated a significantly higher mean performance across both language measures than that of the other two education sectors (District of Columbia Public Schools and Community Based Organizations) which underscores the need to examine sector specific instructional, environmental, and student variables which may assist in better delineating those factors contributing to higher mean performance for the DCPCS sector.

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APPENDICES

A. List of Schools and Centers
B. OSSE Letter
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    - DCPS
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C. Pre-K Evaluation Overview
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Appendix A: List of Centers and schools

Community-Based Organizations (N=36 Classrooms)

	Name	# of Classrooms for Classroom Observations	Ward
1	Associates for Renewal in Education*	2	5
2	Barbara Chambers*	4	1
3	Big Mama's*	1	7
4	Bright Beginnings*	2	6
5	Bright Start	1	1
6	Centronia*	5	1
7	Dawn to Dusk*	1	8
8	Easter Seals*	1	1
9	Geneva Ivey Day School*	1	5
10	Happy Faces*	1	5
11	Jubilee Jumpstart	1	1
12	Kennedy Institute*	1	5
13	Kiddie's Kollege*	2	8
14	Martha's Table*	1	1
15	Matthew's Memorial	1	8
16	National Children's Center*	2	8
17	Sunshine Early Learning Center	6	8
18	UPO-Azeeze Bates*	1	6
19	UPO-Dance Institute	1	1
20	Zena's Child Development Center*	1	8

*Sites selected to sample a cohort of students for $PPVT_4$ and EVT_2

District of Columbia Public Schools (N=93 Classrooms)

	Name	# of Classrooms for Classroom Observations	Ward
1	Aiton*	2	7
2	Amidon-Bowen	1	6
3	Bancroft*	2	1
4	Barnard*	3	4
5	Beers	3	7
6	Brent*	2	6
7	Brightwood	2	4
8	Browne	2	5
9	Bruce-Monroe*	3	1
10	Burrville	2	7
11	Capitol Hill Montessori	2	6
12	Cleveland	1	1
13	Davis	1	7
14	Ferbee-Hope	1	8
15	Francis-Stevens	1	2
16	Garrison*	2	2
17	H.D. Cooke	2	1
18	Hearst	1	3
19	Houston	1	7
20	J.O. Wilson*	2	6
21	Janney	2	3
22	Ketcham	2	8
23	Kimball	1	8
24	Lafayette*	2	4
25	Langdon	2	4
26	Langley*	2	5
27	Leckie*	2	8
28	Ludlow-Taylor	2	6
29	M.C. Terrell	1	8
30	Mann	1	3
31	Miner	2	6
32	Moten	1	8
33	Murch*	2	3
34	Nalle	2	7
35	Orr*	2	8
36	Payne	1	6
37	Peabody*	3	6
38	Powell	2	4
39	Raymond*	2	4
40	Ross*	1	2
41	Savoy*	2	8
42	School-Within-School	1	6

43	Shepherd	1	4
44	Smothers*	2	7
45	Stanton*	2	8
46	Stoddert	1	3
47	Takoma	1	4
48	Thomas	2	7
49	Thomson	2	2
50	Truesdell	1	4
51	Tubman	1	1
52	Tyler*	4	6
53	Wheatley	2	5

*Sites selected to sample a cohort of students for $PPVT_4$ and EVT_2

District of Columbia Public Charter Schools (N=89 Classrooms)

	Name	# of Classrooms for Classroom Observations	Ward
1	Arts & Technology[S]	10	7
2	Community Academy Amos 1[S]	4	4
3	Community Academy Amos 2[S]	6	4
4	Community Academy Amos 3*[S]	4	5
5	Community Academy Butler Bilingual*[S]	4	2
6	Creative Minds*	2	4
7	DC Prep Benning	3	7
8	DC Scholars	1	7
9	E.L. Haynes*	2	4
10	Eagle Academy New Jersey	4	6
11	Eagle Academy Wheeler Road*	10	8
12	Education Strengthens Families[S]	3	1
13	Elsie-Whitlow Stokes*	1	5
14	Excel Academy*[S]	2	8
15	Friendship Blow Pierce	4	7
16	Friendship Chamberlain[S]	1	6
17	Howard Road Academy	3	7
18	Imagine Hope Lamond*	3	4
19	Imagine Hope Tolson	2	5
20	Imagine Southeast	2	8
21	Inspired Teaching Demonstration*	2	1
22	MM Bethune*	3	5
23	Meridian*	3	1
24	Mundo Verde*[S]	4	1
25	Potomac Lighthouse*	2	5
26	Tree of Life*	2	5
27	Two Rivers*	2	6

*Sites selected to sample a cohort of students for $PPVT_4$ and EVT_2

[S] CLASS data shared by Public Charter School Board

Appendix B: OSSE Letters

CBO

DCPS

DCPCS

April 26, 2013

Dear Early Childhood Provider:

The Office of the State Superintendent of Education (OSSE) respectfully requests your cooperation in a critical evaluation process associated with the Pre-Kindergarten Enhancement and Expansion Program and the Child Care Subsidy Program in the District of Columbia.

Pursuant to the Pre-K Enhancement and Expansion Act of 2008 (D.C. Code §38-271.03; D.C. Law 17-202) OSSE must conduct an annual evaluation of pre-kindergarten programs in community-based organizations, public schools, and charter schools. This study will serve to assess classroom quality and student outcomes in early childhood programs through collecting and reporting quantitative and qualitative data to provide useful input for strengthening the early childhood education system.

The program coordinator from Howard University Center for Urban Progress will contact you to schedule assessments. Credentialed researchers will a) assess teacher-child interactions and the quality of instructional support and b) administer standardized assessments with a sample of students. The observations and assessments will not disrupt early program daily routines, and the records of this study will be kept confidential. You will receive written feedback after the completion of the classroom observations. Our goal is not to evaluate the status and/or performance of any specific site or individual, but to gather broad information about early childhood services in the District of Columbia.

In the event that you have any questions, please contact Dr. Eric Rosser, Deputy Assistant Superintendent of Elementary and Secondary Education, at 202-727-0776 or eric.rosser@dc.gov. If you have questions for the team that will conduct the assessments from Howard University's Center for Urban Progress, please contact Dr. Brooke McKie at 202-865-8584 or Dr. Jo-Anne Manswell Butty at 202-865-8132.

Thank you, I appreciate your support.

Sincerely,

(b)(6)

Raeshawn Crosson
Chief Operations Officer/Interim Assistant Superintendent, Early Learning
810 First Street, NE, 9th floor, Washington, DC 20002
Phone: 202.727.8804 • Fax: 202-727.2127 • www.osse.dc.gov

April 26, 2013

Dear Early Childhood Administrator:

The Office of the State Superintendent of Education (OSSE) respectfully requests your cooperation in a critical evaluation process associated with the Pre-Kindergarten Enhancement and Expansion Program and the Child Care Subsidy Program in the District of Columbia.

Pursuant to the Pre-K Enhancement and Expansion Act of 2008 (D.C. Code §38-271.03; D.C. Law 17-202) OSSE must conduct an annual evaluation of pre-kindergarten programs in community-based organizations, public schools, and charter schools. This study will serve to assess classroom quality and student outcomes in early childhood programs through collecting and reporting quantitative and qualitative data to provide useful input for strengthening the early childhood education system.

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In the event that you have any questions, please contact Ms. Danielle Ewen, Director of Early Childhood Education, at 202-535-1632. If you have questions for the team that will conduct the assessments from Howard University's Center for Urban Progress, please contact Dr. Brooke McKie at 202-865-8584 or Dr. Jo-Anne Manswell Butty at 202-865-8132.

Thank you, I appreciate your support.

Sincerely,

(b)(6)

Raeshawn Crosson
Chief Operations Officer/Interim Assistant Superintendent, Early Learning
810 First Street, NE, 9th floor, Washington, DC 20002
Phone: 202.727.8804 • Fax: 202-727.2127 • www.osse.dc.gov

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The program coordinator from Howard University Center for Urban Progress will contact you to schedule assessments. Credentialed researchers will a) assess teacher-child interactions and the quality of instructional support and b) administer standardized assessments with a sample of students. The observations and assessments will not disrupt early program daily routines, and the records of this study will be kept confidential. You will receive written feedback after the completion of the classroom observations. Our goal is not to evaluate the status and/or performance of any specific site or individual, but to gather broad information about early childhood services in the District of Columbia.

In the event that you have any questions, please contact Ms. Erin Kupferberg, School Quality & Accountability Specialist, at 202-328-1551. If you have questions for the team that will conduct the assessments from Howard University's Center for Urban Progress, please contact Dr. Brooke McKie at 202-865-8584 or Dr. Jo-Anne Manswell Butty at 202-865-8132.

Thank you, I appreciate your support.

Sincerely,

(b)(6)

Raeshawn Crosson
Chief Operations Officer/Interim Assistant Superintendent, Early Learning
810 First Street, NE, 9th floor, Washington, DC 20002
Phone: 202.727.8804 • Fax: 202-727.2127 • www.osse.dc.gov

Appendix C: Pre-K Evaluation Overview

Howard University Center for Urban Progress (HUCUP) is currently conducting an evaluation of **pre-kindergarten programs (Pre-K)** (public schools, public charter schools, and community-based centers). Classroom observations and standardized assessments will be conducted.

CLASSROOM OBSERVATIONS		
Instrument/Activity	**Date**	**Information**
Classroom Assessment Scoring System (CLASS)	May-June, 2013	• HUCUP researchers will conduct the Classroom Assessment Scoring System (CLASS) classroom observations in a sample of Pre-K programs. • Classroom observations will take place from 9:00 am-11:00/11:30 am.
STANDARDIZED ASSESSMENTS		
Peabody Picture Vocabulary Test, Fourth Edition ($PPVT_4$)	May-June, 2013	• HUCUP assessors will administer standardized assessments to a sample of children in the Pre-K programs in their schools. • Assessments will take place from 9:00 am - end of the school day (excluding lunch, recess, and naptime). • Assessors will need a quiet space/room for testing. • Consent forms will be distributed to parents for their consent prior to the assessments.
Expressive Vocabulary Test, Second Edition (EVT_2)	May-June, 2013	

General Information

- All evaluation activities will be scheduled with administrators in advance
- All evaluation activities will be conducted by trained and credentialed professionals

For further information, please contact: Dr. Brooke McKie at bkwilson@howard.edu or 202.865.8584 or Dr. Jo-Anne Manswell Butty at jmanswell-butty@howard.edu or 202.865.8132.

Appendix D: Pre-K Information Document

Pre-kindergarten Enhancement and Expansion Program Evaluation

Howard University
Center for Urban Progress

Dr. Brooke McKie
Dr. Jo-Anne Manswell Butty
Phone (b)(6)
Fax 202.232.6751
Email: bkwilson@howard.edu
jmanswell-butty@howard.edu

Howard University Center for Urban Progress (HUCUP), the external evaluator for the Office of the State Superintendent of Education's Early Childhood Education, is conducting a process and outcome evaluation of the Pre-Kindergarten Enhancement and Expansion Program in the District of Columbia.

The goal is to provide useful input for strengthening the early childhood education system in the District of Columbia through collecting and reporting quantitative and qualitative data.

The evaluation assesses classroom quality, student outcomes, and the implementation of the **Pre-K Program** in public schools, public charter schools, and community-based centers. The following **instruments** will be used: *Classroom Assessment Scoring System* (CLASS), *Expressive Vocabulary Test- Second Edition* (EVT_2), and *Peabody Picture Vocabulary Test - Fourth Edition* ($PPVT_4$).

The Pre-K Program is a standards-based program designed to provide high quality, comprehensive early care and education to all 3 and 4 year olds in the District of Columbia. The Center for Urban Progress is currently conducting an evaluation of 223 pre-kindergarten programs (public schools, public charter schools, and community-based centers).

Appendix E - Description of Instruments

- CLASS – *Classroom Assessment Scoring System*

- $PPVT_4$ & EVT_2 – *Peabody Picture Vocabulary Test, Fourth Edition & Expressive Vocabulary Test, Second Edition*

Classroom Assessment Scoring System (CLASS)

I. **EMOTIONAL SUPPORT**- measures positive climate, negative climate, teacher sensitivity, and regard for student perspectives

- **Positive Climate**- reflects the emotional connection between the teacher and students and among students, and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions. There are many indications that the teacher and students enjoy warm, supportive relationships with one another, have frequent displays of positive affect, have frequent positive communications (verbal or physical), and consistently demonstrate respect for one another
- **Negative Climate**- reflects the overall level of expressed negativity in the classroom. The teacher and students do not display strong negative affect, are not sarcastic or disrespectful, have no instances of severe negativity (victimization, bullying, physical punishment), and the teacher does not make threats to establish control
- **Teacher Sensitivity**- encompasses teacher's awareness and responsiveness to students' academic and emotional needs. The teacher is consistently aware of students who need extra support, responds, consistently effective at addressing students' problems and concerns, and students appear comfortable seeking support from, sharing their ideas with, and responding freely to the teacher.
- **Regard for Student Perspectives-** the degree to which teacher's interactions with students and classroom activities place an emphasis on students' interests and points of view and encourage student responsibility and autonomy. The teacher is flexible in his or her plans, goes along with students' ideas, and organizes instruction around students' interest, provides consistent support for student autonomy and leadership, provides opportunities for student talk and expression; and students have freedom of movement and placement during activities

II. **CLASSROOM ORGANIZATION**- measures behavior management, productivity, and instructional learning formats

- **Behavior Management**- how well teacher provides clear behavioral expectations and uses effective methods to prevent and redirect misbehavior. The teacher clearly and consistently enforces rules and expectations for behavior, is consistently proactive and monitors the classroom effectively to prevent problems from developing, effectively redirects misbehavior by focusing on positive behavior and making use of subtle cues, and there are few, if any, instances of student misbehavior in the classroom

- **Productivity**- how well the teacher manages instructional time and provides activities for students so that they have the opportunity to be involved in learning activities. The teacher provides activities for the students and deals efficiently with disruptions and managerial tasks, and is fully prepared for activities and lessons, the classroom resembles a "well-oiled machine" with everybody knowing what is expected of them and how to go about doing it, and transitions are quick and efficient

- **Instructional Learning Formats**- ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities. The teacher actively facilitates students' engagement in activities and lessons to encourage participation and involvement, uses a variety of modalities (auditory, visual, movement) and materials to effectively interest and engage students in activities and lessons, effectively focuses students' attention toward learning objectives and/or the purpose of learning, and students are consistently interested and involved in activities and lessons

III. **INSTRUCTIONAL SUPPORT**- measures concept development, quality of feedback, and language modeling

- **Concept Development**- how the teacher uses instructional discussion and activities to promote higher-order thinking and cognition and focuses on understanding rather than on rote instruction. The teacher often uses discussions and activities that encourage analysis and reasoning, provides opportunities for students to be creative and/or generate their own ideas and products, consistently links concepts and activities to one another and to previous learning, and consistently relates concepts to the students' actual lives

- **Quality of Feedback**- how the teacher provides feedback that expands learning and understanding and encourages continued participation. The teacher often scaffolds for students who are having a hard time understand a concept, answering a question, or completing an activity, often queries the students or prompts students to explain their thinking and rationale for responses and actions, often provides additional information to expand on students' understanding or actions, often offers encouragement of students' efforts that increases students' involvement and persistence, and there are frequent feedback loops-back and forth exchanges- between the student and the teacher

- **Language Modeling**- the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques. There are frequent conversations in the classroom, the teacher asks many open ended questions, often repeats or extends the students' responses, consistently maps his or her actions and the students' actions through language description, and uses advanced language with students

Peabody Picture Vocabulary Test, Fourth Edition ($PPVT_4$) & Expressive Vocabulary Test, Second Edition, (EVT_2)

Description of Scores

Standard Score (SS) – This score represents the distance of the examinee's raw score from the average score (100) for people of the same age or grade in the normative reference group. A standard score of 100 is average for the person's age or grade. Standard scores higher than 100 are above average and those lower than 100 are below average. Sixty eight percent (68%) of the population scores between 85 and 115.

Confidence Interval (CI) – The CI is a range of scores that has a specified probability (95% or 90%) of including the examinee's true score.

Percentile (P) – The percentile score represents the percentage of individuals in the reference or norm group who perform at or below the examinee's raw score. Therefore a percentile of 50 indicates that the examinee scored better than 50% of individuals in the reference or norm group.

National Curve Equivalent (NCE) – Many states use this score for reporting about specialized programs. Scores range from 1 through 99, with a mean of 50 and a standard deviation (SD) of 21.06. NCEs of 1, 50, and 99 correspond to percentiles of 1, 50, and 99, respectively.

Stanine (S) – Stanines are whole-number scores that range from 1 to 9, with a mean of 5 and a standard deviation (SD) of 2. Each stanine represents a particular range of percentiles.

Age Equivalent (AE) – This score represents the age (in years and months) at which an examinee's raw score is the average score.

Growth Scale Value (GVS) – This score is useful for measuring change in PPVT and EVT performance over time. Its value provides a means of tracking growth regardless of an examinee's age or grade level. As an examinee's vocabulary improves, his or her GCV will increase. This score is a transformation of the raw score and is superior to the raw score for making statistical comparisons.

Sing, Talk, and Read with Your Child

Guide Information

Last Updated:	Aug 16, 2013
Guide URL:	http://libguides.dclibrary.org/star
Description:	Early Literacy is everything children know about reading and writing before they can actually read and write. Using a "Sing, Talk, and Read" method you can get your child ready to learn to read.
Tags:	early childhood education, early literacy, star
RSS:	Subscribe to Updates via RSS

Guide Index
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Home

About This Topic

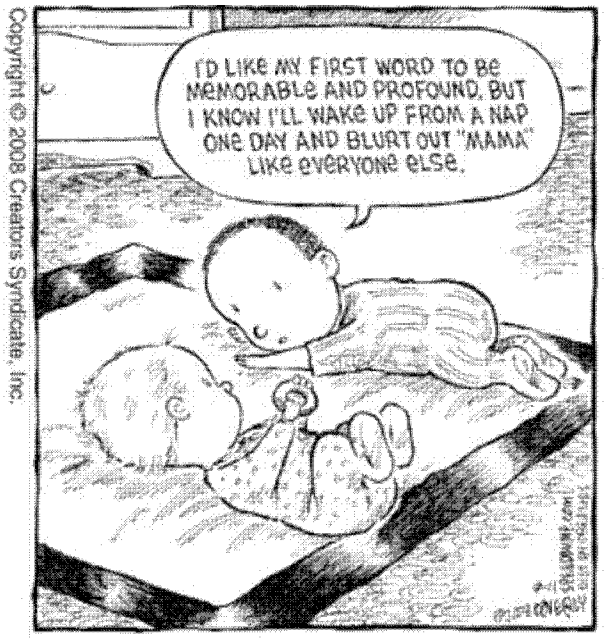
Early literacy is everything children know about reading and writing before they actually learn to read or write. Too many children start school unprepared to learn to read because they haven't had enough experiences with books, stories, letters and words. Parents can help give their children a better start. This guide can offer tips and suggestions on how to Sing, Talk, and Read with your young children.

Sing, Talk and Read (STAR)

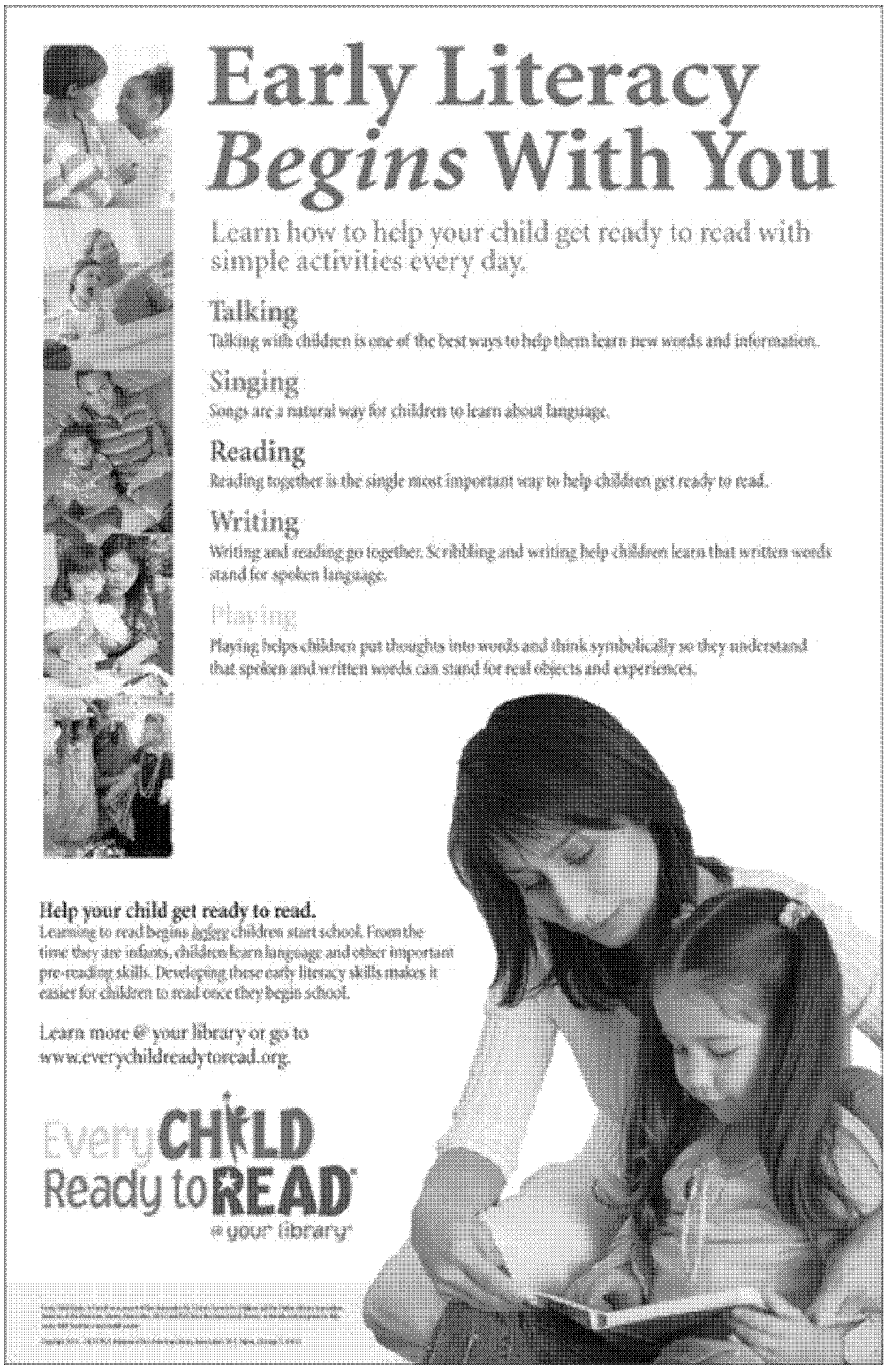
We are excited to invite you to learn about the early literacy S.T.A.R. program at the D.C. Public Library. This program is for parents, caregivers, librarians, teachers, and anyone who is interested in helping children from birth to age 5 get ready to learn to read.

For more information, please ask at the Children's Desk at any of our locations!

First Words?



Be Your Child's First Teacher


Early Literacy
Begins With You
Learn how to help your child get ready to read with simple activities every day.
Talking
Talking with children is one of the best ways to help them learn new words and information.
Singing
Songs are a natural way for children to learn about language.
Reading
Reading together is the single most important way to help children get ready to read.
Writing
Writing and reading go together. Scribbling and writing help children learn that written words stand for spoken language.
Playing
Playing helps children put thoughts into words and think symbolically so they understand that spoken and written words can stand for real objects and experiences.
Help your child get ready to read.
Learning to read begins before children start school. From the time they are infants, children learn language and other important pre-reading skills. Developing these early literacy skills makes it easier for children to read once they begin school.
Learn more @ your library or go to www.everychildreadytoread.org.
Every CHILD Ready to READ
@ your library

In the News

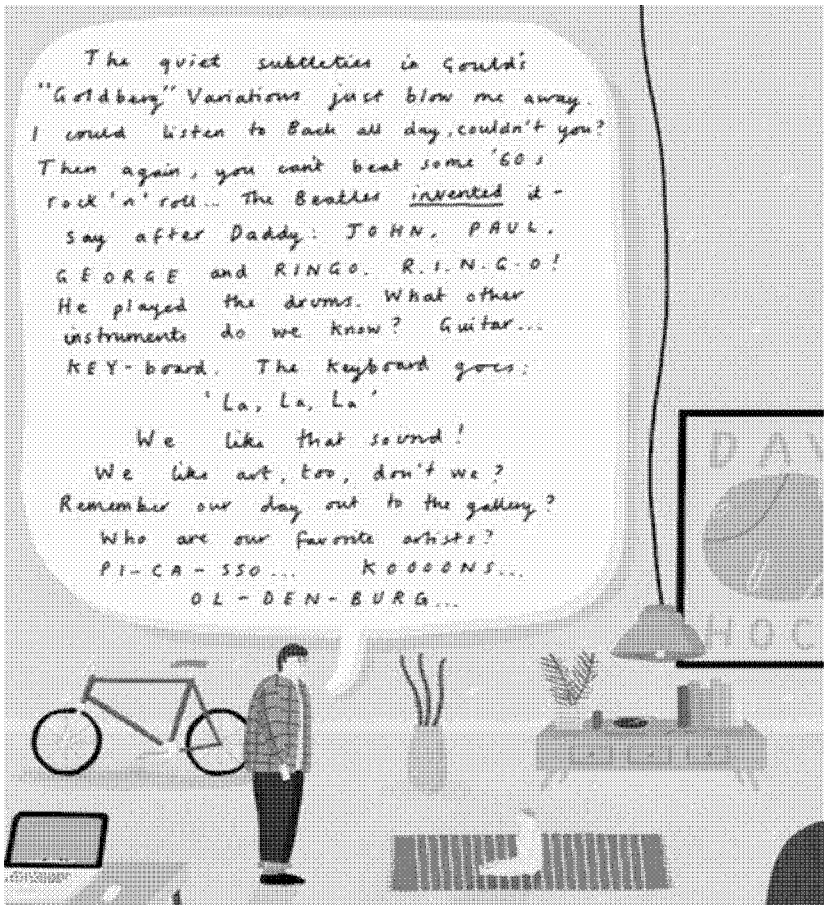


Illustration by:Rose Blake

- The Power of Talking to Your Baby http://opinionator.blogs.nytimes.com/2013/04/10/the-power-of-talking-to-your-baby/
- For improving early literacy, reading comics is no child's play http://news.illinois.edu/news/09/1105comics.html
- Read, Play, Grow http://www.slj.com/2013/07/early-learning/read-play-grow-enhancing-early-literacy-at-brooklyn-public-library/
- Bringing books to life http://www.apa.org/monitor/2012/10/books.aspx

DC's Commitment to Early Literacy

Mayor Gray Kicks off Early Literacy Campaign and Urges Parents to Sing, Talk and Read with Young Children

Early Literacy Principles

Library staff can assist you in enhancing and expanding your child's learning ability with the following early literacy skills:

Oral Language – is the foundation of early literacy that includes listening, speaking and non-verbal communication.
Phonological Awareness –the ability to hear and play with the smaller sounds in words.
Vocabulary –knowing the names of things, concepts, feelings and ideas.
Narrative Skills –the expressive part of language - the ability to describe things and events and to tell and retell stories.
Print Awareness –knowing that print has meaning, how to handle books, and noticing print all around.
Letter Knowledge – knowing that the same letter can look different, that letters have names and are related to sounds.
Print Motivation – is a child's interest in and enjoyment of books and reading.
Background Knowledge – what children know about the world that helps them understand what is being read.

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In the Library

Books to Sing

- If You're Happy and You Know It by Raffi; Cyd Moore (Illustrator) http://catalog.dclibrary.org/vufind/Record/ocm55487666This adorable story is the perfect match for the traditional song that every child loves to sing and clap along to.
- Old MacDonald Had a Farm by Jane Cabrera http://catalog.dclibrary.org/vufind/Record/ocn173218541Old MacDonald had a farm, and on that farm he had a barnyard of irresistibly cute and funny animals. With an oink-oink here, and a moo-moo there, the song ends showing the most precious resident of all, a very young MacDonald!

- Twinkle, Twinkle Little Star by Rosemary Wells (Illustrator) http://catalog.dclibrary.org/vufind/Record/ocm63232025This familiar children's song will get the youngest children turning pages and remembering the words. What better way to set your child on the road to reading than with this classic board book?

Books to Talk

- I Spy on the Farm by Edward Gibbs (Illustrator) http://catalog.dclibrary.org/vufind/Record/ocn818414093Ask children to identify farm animals by their color and a small peak of their shape through a page cut out. Add to the fun by making the sounds of each animal.
- Perfect Square by Michael Hall (Illustrator) http://catalog.dclibrary.org/vufind/Record/ocn569480754Talk with your child about colors, days of the week and shapes. "Perfect Square" offers artistic inspiration, as well—take the perfect opportunity to segue into an art project with paper.
- The Lion and the Mouse by Jerry Pinkney http://catalog.dclibrary.org/vufind/Record/ocn263604760Can a wordless book help us learn to read? It can! Both children and caregivers can talk about what's happening in the pictures.

Books to Read

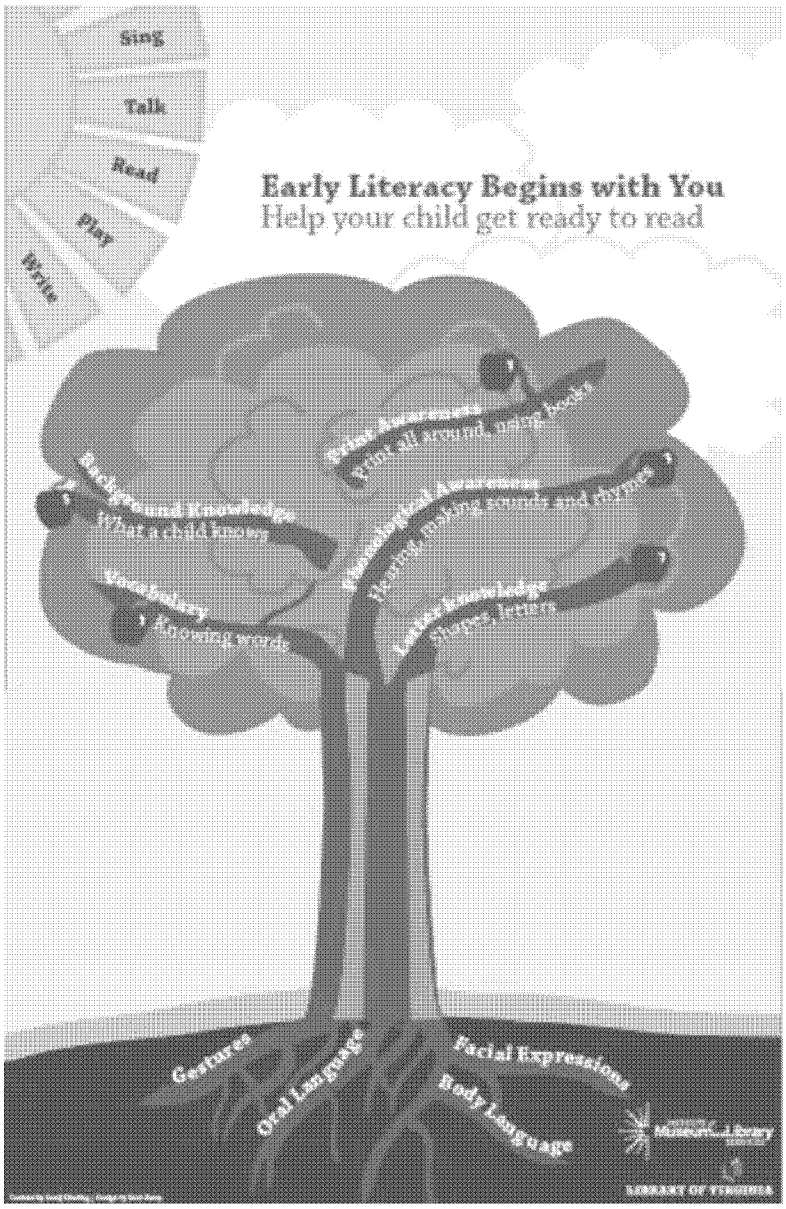
- Zorro Gets an Outfit by Carter Goodrich (Illustrator) http://catalog.dclibrary.org/vufind/Record/ocn742509729Read picture books that are short but have a solid story line. This book fits that category perfectly! Zorro's person makes him wear a costume and Zorro doesn't want to. Zorro is embarrassed, frustrated, sad, excited, and proud all in a short picture book!
- RRRalph by Lois Ehlert (Illustrator) http://catalog.dclibrary.org/vufind/Record/ocn598304921Lois Ehlert cleverly connects the sounds of a dog to familiar words. She does so in a way that is funny for readers and teaches children about the sounds of words. The bold colors of the book coupled with collage illustrations draw readers in and can become an identifying game as kids name the objects used in the book, teaching new words.
- A Chair for My Mother by Vera B. Williams (Illustrator) http://catalog.dclibrary.org/vufind/Record/ocm07773060After a fire destroys their home and possessions, Rosa, her mother, and grandmother save their money to buy big comfortable chair that they can all enjoy.

Books About Early Literacy

Check out these titles to help develop your understanding of Early Literacy principles and practices.

- What to Read When by Pam Allyn http://catalog.dclibrary.org/vufind/Record/ocn230208762Offering parents and caregivers essential advice on choosing appropriate titles along with techniques for reading aloud effectively.
- Everyday Early Learning by Jeff A. Johnson; Zoe Johnson (As told to) http://catalog.dclibrary.org/vufind/Record/ocn181072668Children can pluck an elastic band to learn about the vibrations that create music, or they can bake a cake to learn measurement and reading skills. Everyday Early Learning provides a myriad of ways to use everyday items for great early learning opportunities.
- Much More than the ABCs by Judith A. Schickedanz http://catalog.dclibrary.org/vufind/Record/ocm40649040A rich picture of children's early steps toward literacy that helps teachers, caregivers, and parents nurture both children's enjoyment of reading/writing and their skills.
- Tell It Again! by Rebecca Isbell; Shirley C. Raines http://catalog.dclibrary.org/vufind/Record/ocm40723671The authors have compiled the best tips and tricks of expert storytellers and teachers in a single book. Through retelling of 18 well-loved children's stories, teachers and parents can capture the attention and imagination of young children.
- Games with Books by Peggy Kaye http://catalog.dclibrary.org/vufind/Record/ocm47141978"An extremely valuable resource for parents." -- Betty Holmes, Director, United Federation of Teachers

Growing Literacy at Home



Sing, Talk and Read (STAR)

- **Singing**: Singing is an easy and enjoyable way to involve children in language. It helps children learn and remember new words and to hear the smaller sounds in words. Strong vocabularies and being able to hear the syllables in words are critical to helping children be ready to learn to read.
- **Talking**: Talking with children is an easy way to help them develop language and other early literacy skills. Conversations and storytelling with children introduce them to many new words and to story structure and help them better understand what they read later in school.
- **Reading**: Shared reading is the single most important way to help children get ready to learn to read. It teaches them new words, shows them how a book works,

and introduces them to the printed word. Introducing reading as a fun activity helps to motivate a child to want to learn to read.
- **Writing**: Reading and writing go together. When children experiment with writing, they come to understand that printed letters stand for printed words. Being aware of print helps them be prepared to learn to read.
- **Playing**: All of the practices above should be done within the context of play, but play is an activity in and of itself as well. Pretend play, dramatic play, sorting, doing puzzles-- these all help children develop skills that will make it easier for them to learn to read.

Searching for More

Helpful Search Terms

- Children -- Books and Reading
- Early Childhood Education
- Language Arts -- Early childhood
- Reading -- Parent Participation

Subject Call Numbers

- **028**
  Reading, use of other information media
- **155**
  Differential & developmental psychology
- **372**
  Elementary education
- **649**
  Child rearing & home care of sick
- **793**
  Indoor games & amusements

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Online

Other Guides

American History Published On Sep 30, 2013 by Thomas Sewell
A literary journey through the history of the United States
DC Public Library Research Guides Published On Jun 3, 2013 by Maryann James-Daley
The homepage for DC Public Library Libguides.
Financial Planning Published On Aug 20, 2013 by Megan McNitt
A research guide on the topic of personal financial planning with an interest in life stages and life role.

Frederick Douglass in Washington, D.C. Published On Sep 26, 2013 by Lauren Martino
Resources to accompany the 2013 DC Reads book selection, "Frederick Douglass in Washington, D.C.: The Lion of Anacostia".
Getting Started With Social Media Published On Jun 3, 2013 by Maryann James-Daley
A guide on the basics of the social media platforms you've heard about -- but have been too shy to ask.
Healthy Cooking Published On Aug 20, 2013 by Megan McNitt
This guide offers information on ways to eat healthy.
Juvenile Mysteries & Adventure Published On Sep 27, 2013 by Ruth Fitts
Whodunnits and Detectivework! Espionage and Adventure!
Language Learning Published On Jun 2, 2013 by Debra Shumate
Resources in the library and online for learning a language on your own.
Mythology Published On Jun 21, 2013 by Shawn McDermott
A resource guide to help answer all your mythology questions.
Sing, Talk, and Read with Your Child Published On Aug 16, 2013 by Lesley Mason
Early Literacy is everything children know about reading and writing before they can actually read and write. Using a "Sing, Talk, and Read" method you can get your child ready to learn to read.
Starting a New Business Published On Jun 1, 2013 by Ben Coburn
A guide to help you locate necessary resources for starting a new business.
Travel Planning Published On Sep 3, 2013 by Megan Janicki
A guide to help you decide where to go and how to get there.
Urban Gardening Published On Sep 23, 2013 by David Quick
Books and online resources useful for urban gardeners in Washington, DC.
Zinio Digital Magazines Published On Jun 10, 2013 by Maryann James-Daley
A guide on accessing Zinio Digital Magazines.
On the Web

Here are other resources online that can be helpful.

- Learn DC
  http://www.learndc.org/earlychildhood/sing-talk-read
  LearnDC is operated by the DC Office of the State Superintendent of Education (OSSE) and offers links, resources, tips, and more to residents of DC.
- Ready, Set, Kindergarten
  http://www.bklynpubliclibrary.org/first-5-years/ready-set-kindergarten
  This program from the Brooklyn Public Library has tip sheets and activity ideas to learn about early literacy in seven different languages.
- 5 Easy Ways to Sing, Talk, Read, Write, and Play
  http://www.maine.gov/msl/libs/pr/posters/lit/earlyLitflyerA-sample.pdf
  An easy to follow guide from the state of Maine.
- Early Literacy Resources Birth-6
  https://multcolib.org/birthtosix
  A comprehensive website from the Multnomah County Library, in Oregon. Make sure to check the links along the left hand side for more information.

- FAQ and tips for young parents
  http://www.readtomeprogram.org/faq.html
  A list of frequently asked questions and answers from the "Read to Me" program.
- Reading tips for parents
  http://www.cde.state.co.us/cdelib/Brochures/download/ReadingTipsEnglish.pdf
  Age appropriate reading tips from the Colorado State Library
- Zero to Three Brochure
  http://www.zerotothree.org/child-development/early-language-literacy/earlyliteracy2pagehandout.pdf
  A two sided, easy to print hand-out that discuses Early Literacy principles and practices.
- Videos to Share
  http://www.storyblocks.org/videos/
  Watch these videos from the Colorado State Library to learn fun songs and rhymes, and how they help build readers!

Library Resources

You need your library card number to access these resources.

- Freegal
  http://catalog.dclibrary.org/vufind/MyResearch/Freegal
  Download up to three songs a week from the entire Sony Music and IODA catalogs with your library card and pin number. From the Bravo Brothers to The Wiggles, it's easy to find something your child will love.
- Overdrive
  http://overdrive.dclibrary.org/
  Picture books, audio books, and more are available for children through Overdrive.
- Tumblebooks for Children
  http://www.tumblebooks.com/library/asp/home_tumblebooks.asp
  Offers animated, talking picture books, which are created by adding animation, sound, music and narration to existing picture books. A parent can read to the child, or the book can be "read" to the child online.
- BookFlix: Home or Office
  http://auth.grolier.com/cgi-libscript/entrypoint.pl?126540&link=bkflix.grolier.com
  Pairs high-quality children's video storybooks with factual eBooks for pre-schoolers, kindergartners and beginning readers. Related games and puzzles reinforce early reading skills and build curiosity about the world. Some titles in Spanish. Algunos titulos en espanol.

DC Public Library's Sing, Talk, and Read PSA

Make sure to watch and share the library's public service announcement on the importance of Singing, Talking, and Reading with your child.

Featured Resource

Need some ideas for fun games or creative play with children?

Learn new finger plays and view examples of how you can help your children "read" wordless books. Develop strong early literacy skills through interaction, song, narrative and creativity. But don't be confined to the "right" way to do something. Making up your own words, actions or whole finger plays and new stories with your children is so much fun and a great way to develop great readers-to-be.

Staff from the Johnson County Library offer video tutorials to help you Sing, Talk, and Read with your children.

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Contact Information

We Want to Hear From You

We at the DC Public Library want to hear what you have to say. Our staff is here to answer your questions. Please do not hesitate to contact us. We also want to know how we are doing and if there is anything we can do to improve our service to you.

Martin Luther King Jr. Memorial Library

Welcome Desk
202-727-0321

Adaptive Services
202-727-2142

Adult Literacy
202-727-1616

Black Studies
202-727-1211

Children's Room
202-727-1248

Circulation Desk
202-727-1579

College Information
202-442-8398

Information Services
202-727-1291

Popular Library
202-727-1295

Teen Space
202-727-5535

Washingtoniana
202-727-1213

Online Contact Page

Contact us with any questions, concerns, or comments at our Contact Us page.

Your feedback helps us serve you better.

Book and Media Suggestions

Do you have a suggestion for a book, DVD or other media that we should add to our collection?

Fill out the form in our Classic Catalog below. Suggestions there are reviewed and acted upon weekly. We want what you want.

Neighborhood Libraries

View DC Public Libraries in a larger map

Anacostia Library
202-715-7707
202-715-7708

Capitol View Library
202-645-0755

Chevy Chase Library
202-282-0021

Cleveland Park Library
202-282-3080

Deanwood Library
202-698-1175

Dorothy I. Height/Benning Library
202-281-2583

Francis A. Gregory Library
202-698-6373

Georgetown Library
202-727-0232

Juanita E. Thornton / Shepherd Park Library
202-541-6100

Lamond-Riggs Library
202-541-6255

Martin Luther King Jr. Memorial Library
202-727-0321

Mt. Pleasant Library
202-671-3121

Northeast Library
Southeast Library has extended hours while Northeast is under renovation.

Northwest One Library
202-939-5946

Palisades Library
202-282-3139

Parklands-Turner Library
202-645-4532

Petworth Library
202-243-1188

Rosedale Library
202-727-5012

Southeast Library
202-698-3377

Southwest Library
202-724-4752

Takoma Park Library
202-576-7252

Tenley-Friendship Library
202-727-1488

Watha T. Daniel-Shaw Library
202-727-1288

West End Library
202-724-8707

William O. Lockridge/Bellevue Library

Woodridge Library
202-541-6226

202-243-1185

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Strong Start Factsheet

Strong Start is the District of Columbia's Early Intervention Program, administered through the Office of the State Superintendent of Education (OSSE). The program provides coordinated services and support for infants and toddlers under age three who have been diagnosed with developmental disabilities or disabilities. **Strong Start** currently serves about 300 children in the District of Columbia, representing a fraction of those in need of assessment and services.

From birth, children experience physical changes but they also learn new abilities also known as "developmental milestones." Most children reach these milestones at a certain age. Below are answers to questions about **Strong Start** and the developmental growth of infants and toddlers.

What is a developmental delay?

As children grow and develop, they exhibit different skills such as taking a first step, smiling for the first time, or waving goodbye. These skills are known as developmental milestones. A child that does not reach these milestones at the same time as other children the same age may have a developmental delay.

How can I tell if my child is progressing as he/she should?

If you have concerns about your child's development, you should ask your child's health care provider or call the **Strong Start** at **(202) 727-3665** to schedule a free screening.

Can't I just wait for my child to "catch up"?

In most cases, children with developmental delays do not "catch up" or "grow out of it" on their own. By waiting, you could be missing critical opportunities for your child to receive the help he or she needs. Studies have found that children who receive early intervention services are often able to overcome a delay, are better able to cope with a disability, and are less likely to need special education classes once they enter school.

How do Strong Start services help?

The program offers a range of services to address specific developmental challenges and develops a written plan for treatment and coaching—which is known as the **Individualized Family Services Plan (IFSP)**. These services include:

- Free initial screening and evaluation
- Speech, physical, occupational and family therapies
- Medical treatment
- Special education teachers and teaching assistants
- Family support & education
- Special Instruction
- Social workers, if needed

Who can refer a child to Strong Start?

Anyone can refer a child to **Strong Start**. The program accepts referrals from parents, caregivers, family members, friends, physicians, hospitals, Medicaid, child care staff, and social workers.

How will our family pay for the services?

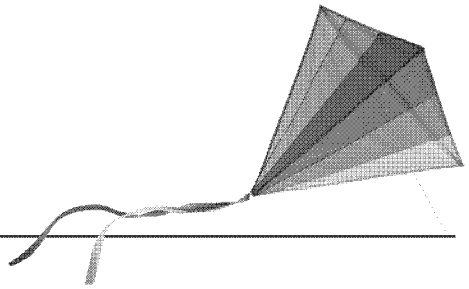
Services such as screening, evaluations and service coordination are provided to families at no cost. Additional services can be paid for by private health insurance, Medicaid, and in some instances, Strong Start will pay for services. A sliding fee scale is used to help families who need financial assistance.

What if I have more questions?

For more information call **(202) 727-3665** or visit **www.strongstartdc.com.**

Office of the State Superintendent of Education

TeachingStrategies®



Alignment of

Teaching Strategies GOLD® Objectives for Development & Learning: Birth *Through* Kindergarten

WITH

District of Columbia Common Core Early Learning Standards

Alignment of the *Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten*
With
District of Columbia Common Core Early Learning Standards

This document aligns the content in the *District of Columbia Common Core Early Learning Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

References

DC Office of the State Superintendent. (2012). *District of Columbia common core early learning standards*. Washington, D.C.: Early Childhood Leadership Institute. Retrieved April 11, 2013 from http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Early%20Learning%20Standards2013.pdf

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD® objectives for development & learning: Birth through kindergarten.* Bethesda, MD: Teaching Strategies, LLC.

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Approaches to Learning/Logic and Reasoning	
Infant	
1. Attends and engages with curiosity	
1a. Uses all senses to explore	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
2. Shows persistence	
2a. Attends to sights and sounds	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
3. Approaches tasks flexibly	
3a. Emerging	
4. Uses symbols and takes on pretend roles	
4a. Emerging	
Toddlers	
1. Attends and engages with curiosity	
1a. Manipulates objects; observes and explores surroundings by using all senses	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
2. Shows persistence	
2a. Repeats actions with the goal of achieving a result	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
3. Approaches tasks flexibly	
3a. Notices how others approach a task and imitates their attempts	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
4. Uses symbols and takes on pretend roles	
4a. Observes other people's use of objects; imitates simple actions; uses realistic objects in pretend play	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Twos	
1. Attends and engages with curiosity	
1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
2. Shows persistence	
2a. Continues to work on a self-selected task, especially with adult support	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
3. Approaches tasks flexibly	
3a. Uses trial-and-error approaches; asks for help	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
4. Uses symbols and takes on pretend roles	
4a. Uses props and imitates actions to re-enact familiar events	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Preschool	
1. Attends and engages with curiosity	
1a. Chooses tasks of interest; responds to adult encouragement	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
2. Shows persistence	
2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
3. Approaches tasks flexibly	
3a. Finds solutions without having to try every possibility; may change approach	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
4. Uses symbols and takes on pretend roles	
4a. Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Pre-K Exit Expectations	
1. Attends and engages with curiosity	
Approaches to Learning	
1a. Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
2. Shows persistence	
Approaches to Learning	
2a. Preserves to understand and accomplish a challenging, self-selected activity despite interruptions and distractions	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions 11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful

3. Approaches tasks flexibly	
Approaches to Learning	
3a. Uses multiple strategies to solve problems and complete tasks	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
3b. Initiates cooperative activities with peers	2. Establishes and sustains positive relationships 2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children
4. Uses symbols and takes on pretend roles	
Symbolic Thinking	
4a. Uses objects, materials, actions, and images to represent other objects	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
4b. Plays with a few other children for periods of as long as 10 minutes agreeing on scenarios and roles	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Literacy	
Infants	
9. Demonstrates understanding of print concepts	
9a. Shows an interest in print materials	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
10. Demonstrates comprehension of printed materials read aloud	
10a. Emerging	

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
11. Hears and discriminates the sounds of language	
11a. Shows awareness of speech sounds and imitates them	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
12. Writes letters and words	
12a. Emerging	
13. Understands the purpose of writing and drawing	
13a. Emerging	
Toddlers	
9. Demonstrates understanding of print concepts	
9a. Notices pictures of familiar objects in print materials	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
10. Demonstrates comprehension of printed materials read aloud	
10a. Emerging	
11. Hears and discriminates the sounds of language	
11a. Repeats words; joins in singing random words of simple songs	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
12. Writes letters and words	
12a. Makes marks or scribbles	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
13. Understands the purpose of writing and drawing	
13a. Emerging	

Twos	
9. Demonstrates understanding of print concepts	
9a. Recognizes familiar books and looks at pictures	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
10. Demonstrates comprehension of printed materials read aloud	
10a. Pretends to read a book by naming pictured objects and characters, using the support of an adult who asks questions	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 1 emerging to 2. Contributes particular language from the book at the appropriate time
11. Hears and discriminates the sounds of language	
11a. Joins in songs, rhymes, refrains, and word games with repeating language sounds	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
12. Writes letters and words	
12a. Makes controlled linear scribbles	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
13. Understands the purpose of writing and drawing	
13a. Makes marks and talks about them	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
Preschool	
9. Demonstrates understanding of print concepts	
9a. Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
10. Demonstrates comprehension of printed materials read aloud	
10a. Uses some words and/ or concepts from the text to talk about a story, poem, or informational text read aloud.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
11. Hears and discriminates the sounds of language	
11a. Plays with language experimenting with beginning and ending sounds	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
12. Writes letters and words	
12a. Uses letter-like forms, letter strings, some letter combinations that are words	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
13. Understands the purpose of writing and drawing	
13a. Dictates and draws to share or record information and tell stories	9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end

Pre-K Exit Expectations	
9. Demonstrates understanding of print concepts	
Print Concepts	
9a. With guidance and support, demonstrates a basic understanding of the organization and features of print	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 5 emerging to 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
9b. Recognizes that spoken language can be written and read, and that written language can be read and spoken	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
9c. Recognizes and names 10 or more letters of the alphabet	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
10. Demonstrates comprehension of printed materials read aloud	
Literature and Informational Texts Key Ideas and Details	
10a. With prompting and support, asks and answers questions about key details of a story, poem, or informational text read aloud	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
10b. With prompting and support, retells a sequence of events from a familiar story read aloud or important facts from an informational text read aloud	18. Comprehends and responds to books and other texts 18c. Retells stories 5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters
10c. With prompting and support, identifies the characters and settings of a story read aloud	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
Craft and Structure	
10d. With prompting and support, asks and answers questions about unfamiliar words in a story, poem, or informational text read aloud	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
10e. With prompting and support, names the author and illustrator of a familiar book and defines the role of each in telling the story	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
10f. Recognizes familiar books by their covers	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Integration of Knowledge and Ideas	
10g. After hearing a story read aloud, looks at the illustrations and, with prompting and support, explains the part of the story that each illustration depicts	18. Comprehends and responds to books and other texts 18c. Retells stories 3 emerging to 4. Retells familiar stories using pictures or props as
10h. After hearing an informational text read aloud, looks at illustrations and explains important ideas in the picture	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
11. Hears and discriminates the sounds of language	
Phonological Awareness/Phonics and Word Recognition	
11a. Shows awareness of separate words in a sentence	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
11b. Decides whether two words rhyme	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
11c. Identifies the initial sound of a spoken word and, with guidance and support, thinks of several other words that have the same initial sound	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
11d. Shows awareness of separate syllables in a word	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
12. Writes letters and words	
Production and Distribution of Writing	
12a. With prompting and support, begins to invent spelling while writing to convey a message	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4 emerging to 5. Early invented spelling
13. Understands the purpose of writing and drawing	
Text Types and Purposes	
13a. Dictates words or draws to express a preference or opinion about a topic	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
13b. Uses a combination of dictating and drawing to tell some information about a topic	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
13c. Uses a combination of dictation and drawing to tell a real or imagined story	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling 9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
Communication and Language	
Infant	
5. Demonstrates understanding of spoken language	
5a. Appears interested in others' speech	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
6. Uses language to express self	
6a. Vocalizes gestures in an effort to communicate	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
7. Uses conventional grammar and syntax	
7a. Babbles and experiments with tone and pitch	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds

8. Uses conventional conversational and other social communication skills	
8a. Vocalizes or gestures in back and forth exchanges with others	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Toddlers	
5. Demonstrates understanding of spoken language	
5a. Responds to others' speech and gestures	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
6. Uses language to express self	
6a. Uses language to express needs and refer to familiar people and objects	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
7. Uses conventional grammar and syntax	
7a. Uses one- and two-word sentences	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
8. Uses conventional conversational and other social communication skills	
8a. Exchanges single words, simple gestures, and facial expressions with others	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others

Twos	
5. Demonstrates understanding of spoken language	
5a. Responds to simple statements, questions, and simple texts read aloud	8. Listens to and understands increasingly complex language 8a. Comprehends language 5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
6. Uses language to express self	
6a. Uses language to describe objects and people and to ask for help	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
7. Uses conventional grammar and syntax	
7a. Uses two- to four-word sentences with some word omissions and errors	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
8. Uses conventional conversational and other social communication skills	
8a. Initiates and engages in short back-and-forth exchanges, responding to verbal and nonverbal cues	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Preschool	
5. Demonstrates understanding of spoken language	
5a. Responds to more complex questions, statements, and texts read aloud that present new vocabulary and ideas	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
6. Uses language to express self	
6a. Uses new vocabulary in everyday speech to meet own needs and to explain, describe, and manage social relationships	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
7. Uses conventional grammar and syntax	
7a. Uses longer sentences with plurals, adjectives, adverbs, and negatives, but not always with correct grammar	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
8. Uses conventional conversational and other social communication skills	
8a. Initiates and engages in conversations of as many as three exchanges Example: Extends	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Pre-K Exit Expectations	
5. Demonstrates understanding of spoken language	
Comprehension and Collaboration	
5a. Asks and answers questions in order to seek and offer help, get and offer information, or clarify something that is not understood	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 7 emerging to 8. Uses a variety of resources to find answers to questions
5b. Demonstrates understanding of spoken language by responding appropriately.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
6. Uses language to express self	
Presentation of Knowledge and Ideas	
6a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items 12. Remembers and connects experiences 12a. Recognizes and recalls 5 emerging to 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
6b. Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
Vocabulary Acquisition and Use	
6c. With guidance and support, generates words that are similar in meaning (e.g., happy/glad, angry/mad)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
6d. Applies words learned in classroom activities to real-life situations	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
6e. Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children, and other activities	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations
7. Uses conventional grammar and syntax	
Conventions of Standard English	
7a. Speaks in complete sentences of 4–6 words, using past, present, and future tenses appropriately for frequently occurring verbs	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
8. Uses conventional conversational and other social communication skills	
Comprehension and Collaboration	
8a. Initiates and engages in conversations of at least three exchanges	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
Mathematics	
Infants	
14. Matches, groups, and classifies objects	
14a. Emerging	
14b. Emerging	
15. Demonstrates knowledge of number and counting	
15a. Emerging	
16. Demonstrates knowledge of volume, height, weight, and length	
16a. Emerging	
17. Identifies and labels shapes	
17a. Emerging	
18. Demonstrates understanding of positional words	
18a. Emerging	
Toddlers	
14. Matches, groups, and classifies objects	
14a. Begins to match one object with a similar object	13. Uses classification skills 2. Matches similar objects
14b. Emerging	
15. Demonstrates knowledge of number and counting	
15a. Shows awareness of the concepts of one, two, and more; recites numbers in random order	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)
16. Demonstrates knowledge of volume, height, weight, and length	
16a. Explores objects of different shapes and sizes	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
17. Identifies and labels shapes	
17a. Explores objects of different shapes	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 3 emerging to 4. Identifies a few basic shapes (circle, square, triangle)
18. Demonstrates understanding of positional words	
18a. Follows directions that include gestures to place objects in, on, under, up, or down	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (in, on, under, up, down)
Twos	
14. Matches, groups, and classifies objects	
14a. Matches one object with a group of similar objects	22. Compares and measures 2. Makes simple comparisons between two objects
14b. Emerging	
15. Demonstrates knowledge of number and counting	
15a. Begins to rote count to 10 but may not be accurate consistently	20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
16. Demonstrates knowledge of volume, height, weight, and length	
16a. Makes simple comparisons, noticing similarities and differences between objects	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
17. Identifies and labels shapes	
17a. Matches one shape with the same shape	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes

18. Demonstrates understanding of positional words	
18a. Follows verbal directions to place or find objects in, on, under, up, or down	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (in, on, under, up, down)
Preschool	
14. Matches, groups, and classifies objects	
14a. Groups objects on the basis of a single characteristic, e.g. color, size, or shape	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
14b. Copies simple patterns	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
15. Demonstrates knowledge of number and counting	
15a. Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object 20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
16. Demonstrates knowledge of volume, height, weight, and length	
16a. Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
17. Identifies and labels shapes	
17a. Names a few basic two-dimensional shapes	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)

18. Demonstrates understanding of positional words	
18a. Follows directions to place objects or body beside, between, or next to	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)
Pre-K Exit Expectations	
14. Matches, groups, and classifies objects	
Classification	
14a. Groups objects too a common characteristic regroups them according to a different characteristic, and explains the grouping rules	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
Patterns	
14b. Creates and extends simple repeating patterns	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
15. Demonstrates knowledge of number and counting	
Knows number names and the count sequence	
15a. Counts to 20 by ones	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
15b. Tells what number comes next in the counting sequence when given a number between 1 and 9	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
15c. Recognizes and names the written numerals 1–10	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects

Counts to tell the number of objects	
15d. Counts 10–20 objects accurately, using one number name for each object	20. Uses number concepts and operations 20c. Connects numerals with their quantities 7 emerging to 8. Identifies numerals to 20 by name and connects each to counted objects
15e. Understands that the last number named tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
15f. Counts to answer "How many?" questions about 10–20 objects	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
15g. Correctly associates a numeral with a group of as many as 10 counted objects	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
Compares numbers	
15h. Uses matching and counting strategies and comparative language to identify whether the number of objects in one group (as many as 10 objects) is greater than, less than, or equal to the number of objects in another group (as many as 10 objects)	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many 22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from	
15i. Uses concrete objects to solve real-world addition (putting together) and subtraction (taking away) problems with 6–10 objects	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
16. Demonstrates knowledge of volume, height, weight, and length	
Describes and compares measurable attributes	
16a. Describes everyday objects in terms of measurable attributes, such as length, height, weight, or volume (capacity), using appropriate basic vocabulary (e.g., short, long, tall, heavy, light, big, small, wide, narrow)	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
16b. Knows and correctly uses a few ordinal numbers	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
16c. Knows the usual sequence of basic daily events	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
17. Identifies and labels shapes	
Identifies and describes shapes and the relative positions of objects	
17a. Correctly names basic two-dimensional shapes (squares, circles, triangles, rectangles), regardless of their orientations or size	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
17b. Describes basic two- and three-dimensional shapes	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
17c. Builds objects of basic shapes (ball/sphere, square box/cube, tube/cylinder) by using various materials such as craft sticks, blocks, pipe cleaners, clay, and so on	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 8. Uses and makes simple sketches, models, or pictorial maps to locate objects 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
18. Demonstrates understanding of positional words	
Identifies and describes shapes and the relative positions of objects	
18a. Identifies the relative position of objects, using appropriate terms such as above, below, in front of, behind, over, under	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
Scientific Inquiry	
Infants	
19. Observes and describes the characteristics of living things	25. Demonstrates knowledge of the characteristics of living things
20. Observes and describes the properties of physical objects	26. Demonstrates knowledge of the physical properties of objects and
21. Observes and describes characteristics of Earth and space	27. Demonstrates knowledge of Earth's environment
22. Demonstrates scientific thinking	24. Uses scientific inquiry skills
Toddlers	
19. Observes and describes the characteristics of living things	25. Demonstrates knowledge of the characteristics of living things
20. Observes and describes the properties of physical objects	26. Demonstrates knowledge of the physical properties of objects and materials
21. Observes and describes characteristics of Earth and space	27. Demonstrates knowledge of Earth's environment
22. Demonstrates scientific thinking	25. Demonstrates knowledge of the characteristics of living things

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
Twos	
19. Observes and describes the characteristics of living things	25. Demonstrates knowledge of the characteristics of living things
20. Observes and describes the properties of physical objects	26. Demonstrates knowledge of the physical properties of objects and materials
21. Observes and describes characteristics of Earth and space	27. Demonstrates knowledge of Earth's environment
22. Demonstrates scientific thinking	24. Uses scientific inquiry skills
Preschool	
19. Observes and describes the characteristics of living things	25. Demonstrates knowledge of the characteristics of living things
20. Observes and describes the properties of physical objects	26. Demonstrates knowledge of the physical properties of objects and materials
21. Observes and describes characteristics of Earth and space	27. Demonstrates knowledge of Earth's environment
22. Demonstrates scientific thinking	24. Uses scientific inquiry skills
Pre-K Exit Expectations	
19. Observes and describes the characteristics of living things	
Life Science	
19a. Demonstrates knowledge of the characteristics of living things	25. Demonstrates knowledge of the characteristics of living things
19b. Demonstrates understanding that living things change	25. Demonstrates knowledge of the characteristics of living things
20. Observes and describes the properties of physical objects	
Physical Science	
20a. Identifies the physical properties of objects	26. Demonstrates knowledge of the physical properties of objects and materials
20b. Explores motion	26. Demonstrates knowledge of the physical properties of objects and materials
20c. Explores physical change of materials	26. Demonstrates knowledge of the physical properties of objects and materials

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
21. Observes and describes characteristics of Earth and space	
Earth Science	
21a. Identifies and describes basic landforms	27. Demonstrates knowledge of Earth's environment 32. Demonstrates simple geographic knowledge
21b. Describes basic weather phenomena	27. Demonstrates knowledge of Earth's environment
21c. Identifies the sun, moon, and stars	27. Demonstrates knowledge of Earth's environment
21d. Distinguishes various types of surface materials (soil, sand, and rocks)	27. Demonstrates knowledge of Earth's environment
21e. Explores the relationships between people and their environments	27. Demonstrates knowledge of Earth's environment
22. Demonstrates scientific thinking	
Inquiry and Design Practices	
22a. Observes, explores, and manipulates materials and objects	24. Uses scientific inquiry skills
22b. Makes predictions and tests ideas	24. Uses scientific inquiry skills
22c. Communicates with others about discoveries	24. Uses scientific inquiry skills
22d. Represents scientific thinking and knowledge by drawing, dramatizing, and making models	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols 24. Uses scientific inquiry skills
Social Studies	
Infants	
23. Demonstrates understanding of people and how they live	30. Shows basic understanding of people and how they live
Toddlers	
23. Demonstrates understanding of people and how they live	30. Shows basic understanding of people and how they live

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
Twos	
23. Demonstrates understanding of people and how they live	30. Shows basic understanding of people and how they live
Preschool	
23. Demonstrates understanding of people and how they live	30. Shows basic understanding of people and how they live
Pre-K Exit Expectations	
23. Demonstrates understanding of people and how they live	
Knowledge of Human Characteristics	
23a. Demonstrates understanding that he or she is part of a family	29. Demonstrates knowledge about self
23b. Identifies some similarities and differences in physical and personal characteristics	30. Shows basic understanding of people and how they live
Knowledge of Life in a Community	
23c. Demonstrates understanding that people have different kinds of jobs	30. Shows basic understanding of people and how they live
23d. Identifies various means of transportation	30. Shows basic understanding of people and how they live
23e. Participates in the creation of classroom community	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Change Related to Familiar People and Places	
23f. Demonstrates understanding that people and places change over time	31. Explores change related to familiar people or places
23g. Use words to describe time	31. Explores change related to familiar people or places
23h. Describes the basic features and relative locations of familiar places in the community	32. Demonstrates simple geographic knowledge

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
The Arts	
Infants	
24. Engages in music, movement, and drama activities	34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
25. Explores the visual arts	33. Explores the visual arts
Toddlers	
24. Engages in music, movement, and drama activities	34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
25. Explores the visual arts	33. Explores the visual arts
Twos	
24. Engages in music, movement, and drama activities	34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
25. Explores the visual arts	33. Explores the visual arts

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
Preschool	
24. Engages in music, movement, and drama activities	34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
25. Explores the visual arts	33. Explores the visual arts
Pre-K Exit Expectations	
24. Engages in music, movement, and drama activities	
Music, Movement, and Drama Concepts and Expression	
24a. Participates in music, movement, and drama activities, responding to different forms of music, movement, and imaginary characters and scenarios	34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
24b. Uses instruments and voice to accompany or create music and drama	34. Explores musical concepts and expression
24c. Expresses ideas, feelings, and experiences through music, movement, and drama	34. Explores musical concepts and expression 36. Explores drama through actions and language
25. Explores the visual arts	
Concepts and Expression in the Visual Arts	
25a. Participates in art activities, responding to different visual art forms	33. Explores the visual arts
25b. Uses a variety of materials to create products	33. Explores the visual arts
25c. Expresses experiences, ideas, and feelings through visual arts	33. Explores the visual arts

Social-Emotional Development	
Infants	
26. Expresses a variety of feelings and learns to manage them	
26a. Expresses feelings through facial expressions, body movements, crying, and vocalizing, often depending on adults for emotional comfort	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
27. Recognizes the feelings and rights of others, and responds appropriately	
27a. Reacts to others' expressions of feelings Example: Looks at her caregiver and laughs when the caregiver sings a silly song while waving a fresh diaper in the air.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
28. Manages own behavior	
28a. Responds to changes in the immediate environment or adults' voices and actions	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
29. Develops positive relationships with adults	
29a. Recognizes, reacts positively to, and seeks to remain with familiar adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
30. Engages and plays with peers	
30a. Watches and attempts to engage other children socially	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
31. Resolves conflicts with others	
31a. Emerging	
Toddlers	
26. Expresses a variety of feelings and learns to manage them	
26a. Expresses a range of feelings; uses other people's expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
27. Recognizes the feelings and rights of others, and responds appropriately	
27a. Acts in response to others' demonstration of feelings, often with support of trusted adult	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
28. Manages own behavior	
28a. Seeks out special person or object to help manage behavior; wants to do things for self	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
29. Develops positive relationships with adults	
29a. Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
30. Engages and plays with peers	
30a. Plays near another child, briefly engaging socially	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
31. Resolves conflicts with others	
31a. Reacts by expressing feelings about situations where there is conflict	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 2. Expresses feelings during a conflict

Twos	
26. Expresses a variety of feelings and learns to manage them	
26a. Recognizes and labels own feelings with adult support; uses some self-comfort strategies; accepts adult suggestions for managing feelings by self	1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person 29. Demonstrates knowledge about self
27. Recognizes the feelings and rights of others, and responds appropriately	
27a. Reacts constructively in response to other's demonstration of feelings	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
28. Manages own behavior	
28a. Follows routines with consistent support from adults; accepts redirection; tries to meet own needs	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
29. Develops positive relationships with adults	
29a. Is comfortable in a range of settings; relies on familiar adults for assurance when necessary	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
30. Engages and plays with peers	
30a. Interacts with children who are engaged with similar materials and activities	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions

31. Resolves conflicts with others	
31a. Seeks adults' help to solve social problems	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
Preschool	
26. Expresses a variety of feelings and learns to manage them	
26a. Uses strategies learned from adults to manage feelings; begins to label feelings	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
27. Recognizes the feelings and rights of others, and responds appropriately	
27a. Responds positively to others' demonstration of feelings	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
28. Manages own behavior	
28a. Follows classroom rules and routines (including new ones) with occasional reminders	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
29. Develops positive relationships with adults	
29a. Engages with trusted adults for information and socializing; manages separations	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
30. Engages and plays with peers	
30a. Uses successful strategies to initiate or join an activity with several children	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups

31. Resolves conflicts with others	
31a. Asks adults for help and sometimes suggests ways to solve social problems	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
Pre-K Exit Expectations	
26. Expresses a variety of feelings and learns to manage them	
Emotions and Behaviors	
26a. Uses socially acceptable ways of expressing thoughts and emotions	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
26b. Demonstrates confidence in meeting own needs	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
27. Recognizes the feelings and rights of others, and responds appropriately	
Emotions and Behaviors	
27a. Recognizes and labels the basic feelings of others	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
28. Manages own behavior	
Emotions and Behaviors	
28a. Follows limits and expectations	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
29. Develops positive relationships with adults	
Positive Relationships	
29a. Engages in positive interactions with adults to share ideas and plan activities	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests
30. Engages and plays with peers	
Positive Relationships	
30a. Sustains play with a few other children	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
31. Resolves conflicts with others	
Positive Relationships	
31a. Suggests ways to resolve social conflicts	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
Physical Development/Health and Safety	
Infants	
32. Demonstrates strength and coordination of large muscles	
32a. Uses arms, legs, and whole body to move	4. Demonstrates traveling skills 2. Moves to explore immediate environment
33. Demonstrates strength and coordination of small muscles	
33a. Uses whole hand and fingers (all together, raking, and then using thumb and index finger) to touch, hold, and pick up objects	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully

34. Demonstrates behaviors that promote health and safety	
34a. Emerging	
34b. Begins to participate in meeting own needs	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
34c. Emerging	
Toddlers	
32. Demonstrates strength and coordination of large muscles	
32a. Moves in a variety of ways and directions	4. Demonstrates traveling skills 4. Experiments with different ways of moving
33. Demonstrates strength and coordination of small muscles	
33a. Attempts activities that require two hands; uses fingers and whole-arm movements to place and release objects	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
34. Demonstrates behaviors that promote health and safety	
34a. Emerging	
34b. Attempts basic feeding, dressing, and hygiene tasks	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
34c. Emerging	

Twos	
32. Demonstrates strength and coordination of large muscles	
32a. Attempts new large-muscle activities that require coordination and balance	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
33. Demonstrates strength and coordination of small muscles	
33a. Engages in activities that require eye–hand coordination; uses wrist and finger movements to manipulate objects	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
34. Demonstrates behaviors that promote health and safety	
34a. Emerging	
34b. Preform some simple feeding, dressing, and hygiene tasks	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
34c. Emerging	
Preschool	
32. Demonstrates strength and coordination of large muscles	
32a. Engages in complex large- muscle activities that involve flexibility, control, and a full range of motion.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
33. Demonstrates strength and coordination of small muscles	
33a. Uses finger and hand movements to work with small objects and accomplish tasks	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
34. Demonstrates behaviors that promote health and safety	
34a. Follows familiar health and safety rules with occasional reminders	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

District of Columbia Common Core Early Learning Standards	*Teaching Strategies GOLD*® Objectives, Dimensions, and Indicators
34b. Performs basic self-help tasks with assistance	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
34c. Emerging	
Pre-K Exit Expectations	
32. Demonstrates strength and coordination of large muscles	
Large-Muscle Strength and Coordination	
32a. Demonstrates locomotor skills by running smoothly	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
32b. Demonstrates balancing skills by hopping and jumping in place	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
32c. Demonstrates ball-handling skills, using a full range of motion	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
33. Demonstrates strength and coordination of small muscles	
Small-Muscle Strength and Coordination	
33a. Uses precise hand, finger, and wrist movements to grasp, release, and manipulate small objects	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
33b. Uses writing and drawing tools to perform particular tasks	28. Uses tools and other technology to perform tasks

34. Demonstrates behaviors that promote health and safety	
Health and Safety	
34a. Describes basic health and safety rules and follows them	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
34b. Performs self-help tasks with minimal assistance	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
34c. Begins to understand the foods have different nutritional values	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

TOOLS of the MIND

Tools of the Mind aligned with the *GOLD* Development and Learning Objectives

GOLD Objectives for Development and Learning		*Tools of the Mind* activities
SOCIAL/EMOTIONAL		
1. Regulates own emotions and behaviors		
	a. Manages feelings	**All activities** are designed to provide children with the opportunity to work through, label and learn from various feelings as t work independently and with others. During ***Play Planning***, ***Make Believe Play Practice and Share the News*** children can discuss new ideas with their teacher and friends in a risk-free and supportive setting. This also reinforces the idea of playing together and the feelings associated with those interactions.
	b. Follows limits and expectations	**All activities** and accompanying materials have rules that the children must learn and follow. Each activity includes scaffolds to support the internalization of the "rules", leading to the development of self-regulation.
	c. Takes care of own needs appropriately	**All activities** are designed to support the development of intentional strategy use, the beginning of self-reliance. Children learn how to plan a solution and implement that plan during ***Play Planning***.
2. Establishes and sustains positive relationships		
	a. Balances needs and rights of self and others	**All partner or group activities (e.g. *Buddy Reading, Making Collections, Numeral Game*)** provide an opportunity to assess this objective. Teacher guided, ***Intentional Make Believe Play*** also provides children with the opportunity to balance the needs and rights of self and others.
	b. Solves social problems	**All partner or group activities** are designed such that teachers can support children as they learn to help each other or work together and solve problems. ***Play Planning***, ***Make Believe Play Practice, Intentional Make Believe Play, Share the News and Story Lab*** are all activities where solving social problems is addressed directly.
3. Participates cooperatively and constructively		
	a. Forms relationships	**All partner or group activities** (e.g., ***Intentional Make Believe Play, Story Lab*** *and* ***Math Games*** such as ***Making Collections***) are designed to generate relationships with their peers and teachers.
	b. Responds to emotional cues	During ***Share the News, Story Lab, Buddy Reading***, *and* ***Intentional Make Believe Play***, children can discuss and exchange emotions and feelings. In addition, during all shared activities children are guided by teachers to attend to the needs of their peers, help each other, and share ideas.
	c. Interacts with peers	**All partner or group activities (e.g. *Intentional Make Believe Play, Buddy Reading)*** have been specifically designed to support positive peer interaction through the use of external mediation and specific guidance for the teacher.
	d. Makes friends	**All partner activities (e.g. *Buddy Reading, Science Eyes* etc)** contain mediation and guidance for the teacher so that students are better able to connect with peers and participate in positive interactions. ***Make Believe Play*** is designed such that children will interact with all of the children in the classroom to support the development of friendships.

TOOLS of the MIND

Tools of the Mind aligned with the *GOLD* Development and Learning Objectives

***GOLD* Objectives for Development and Learning**		***Tools of the Mind* activities**
PHYSICAL		
4. **Demonstrates traveling skills**		
		Physical Self-Regulation Activities, **Pretend Transitions** and **Outdoor Play** develop increasing levels of proficiency, control and balance in walking, running, jumping, hopping, skipping, marching, and galloping.
5. **Demonstrates balancing skills**		
		Physical Self-Regulation Activities, Pretend Transitions, Outdoor Play and **Intentional Make Believe Play** promote balance, body-in-space awareness, and gross motor control, including physical self-regulation.
6. **Demonstrates gross-motor manipulative skills**		
		Physical Self-Regulation Activities, Pretend Transitions, Outdoor Play and **Intentional Make Believe Play** develop increasing levels of proficiency, control and balance in throwing, kicking, catching and riding a tricycle.
7**. Demonstrates fine-motor strength and coordination:**		
	a. Uses fingers and hands	***Graphics Practice, Remember and Replicate, Attention Focusing Activities, Play Planning, Intentional Make Believe Play prop making, and Puzzles/Manipulatives,*** develop fine motor control.
	b. Uses writing and drawing tools	***Scaffolded Writing, Graphics Practice, Story Lab, Play Planning and Intentional Make Believe Play*** provide an opportunity to strengthen fine motor skills as children practice drawing and representing their own messages with lines and letters.

TOOLS of the MIND

Tools of the Mind aligned with the *GOLD* Development and Learning Objectives

***GOLD* Objectives for Development and Learning**		***Tools of the Mind* activities**
LANGUAGE		
8. **Listens to and understands increasingly complex language**		
	a. Comprehends language	Tools of the Mind contains a strong focus on language (both receptive and expressive) throughout all activities. Small group literacy experiences (***e.g. Active Listening Lab, Vocabulary Lab***) and ***Intentional Make Believe Play*** are particularly well suited to meeting this objective.
	b. Follows directions	While many activities in the Tools curriculum provide children with the opportunity to learn to follow directions. ***Graphics Practice*** and ***Remember and Replicate*** are designed to move children from following simple one step directions to tasks with many steps.
9. **Uses language to express thoughts and needs**		
	a. Uses an expanding expressive vocabulary	Tools of the Mind contains a strong focus on language (both receptive and expressive) throughout all activities. Small group literacy experiences (***e.g. Story Lab- Connections, Story Lab- Vocabulary, Story Lab- Learning Facts***) are particularly well suited to meeting this objective.
	b. Speaks clearly	Students are provided many opportunities to speak to each other and adults throughout the day. ***Intentional Make Believe Play, Share the News, Story Lab-Connections*** are some examples of activities where this occurs.
	c. Uses conventional grammar	**All activities** involve language and conventional grammar is always modeled by adults. In addition, ***Message of the Day*** and ***Play Planning*** provides a concrete visual way to assist students in developing grammar concepts.
	d. Tells about another time and place	During ***Share the News*** and ***Story Lab-Connections*** children are encouraged to recall their own experiences related to a given prompt, either from the teacher or a story, and then to share this with a peer.
10. **Uses appropriate conversational and other communication skills**		
	a. Engages in conversations	**All partner activities (e.g. *Buddy Reading, Science Eyes*), *Story Labs and Intentional Make Believe Play*** involve conversation.
	b. Uses social rules of language	During ***Share the News, Story Lab, Buddy Reading****, and* ***Intentional Make Believe Play*** children use the social rules of language involving listening and taking turns to talk.

TOOLS of the MIND

Tools of the Mind aligned with the *GOLD* Development and Learning Objectives

***GOLD* Objectives for Development and Learning**		***Tools of the Mind* activities**
COGNITIVE		
11. **Demonstrates positive approaches to learning**		
	a. Attends and engages	**All activities** include "scaffolds", or external mediators, to help children attend to and persist until completion. These scaffolds include private speech, written language, visual icon mediators, and shared activities and are individualized. (e.g. ***Intentional Make Believe Play*** has been designed to support the development of these skills through the use of a Play Plan)
	b. Persists	
	c. Solves problems	***Intentional Make Believe Play*** provides students with the opportunity to solve problems **(both real and imagined)**. In addition, problem solving elements are part of many small group activities such as ***Numerals Game.***
	d. Shows curiosity	***Intentional Make Believe Play, Make Believe Play Practice, Science Eyes*** *and* ***Small Group Story Labs*** provide children with an opportunity to explore objects and events, ask questions and test out their ideas.
	e. Shows flexibility and inventiveness in thinking	Flexibility and inventiveness in thinking are supported throughout the day during many activities. ***Play Planning*** and ***Intentional Make Believe Play*** are two key activities that are specifically designed to support the development of these skills.
12**. Remembers and connects experiences**		
	a. Recognizes and recalls	During ***Share the News*** *and* ***Story Lab-Connections, Play Planning, Intentional Make Believe Play, and Make Believe Play Practice*** children are encouraged to recall their own experiences related to a given prompt or task, either from the teacher or a story, and then to share this with a peer or the whole class.
	b. Makes connections	During ***Science Eyes, Small Group Science, Share the News, Story Lab, Play Planning, Intentional Make Believe Play and Make Believe Play Practice*** children make connections with past experiences.
13. **Uses classification skills**		
		Through the ***Attribute Game, Intentional Make Believe Play*** *and* ***Science Eyes***, children develop the ability to classify objects according to various attributes.
14. **Uses symbols and images to represent something not present**		
	a. Thinks symbolically	Students receive DAILY instruction in learning to think symbolically during ***Play Planning, Intentional Make Believe Play, and Make Believe Play Practice.***
	b. Engages in sociodramatic play	Students receive DAILY instruction in learning to play in a mature way during ***Play Planning, Intentional Make Believe Play, and Make Believe Play Practice.***

TOOLS of the MIND

Tools of the Mind aligned with the *GOLD* Development and Learning Objectives

***GOLD* Objectives for Development and Learning**		***Tools of the Mind* activities**
LITERACY		
15. Demonstrates phonological awareness		
	a. Notices and discriminates rhyme	***Mystery Word, Community Building Activities*** *and* ***Rhyming Game*** activities develop phonological (and beginning of phonemic) awareness, including the development of rhyme awareness and production.
	b. Notices and discriminates alliteration	***Attention Focusing Activities-Finger Plays & Chants*** provide children with opportunities to practice alliteration.
	c. Notices and discriminates smaller and smaller units of sound	***Elkonin Box Activities I-II, Mystery Question, Make a Rhyme*** *and* ***Take Away Sounds*** develop phonemic awareness and splitting/blending sounds together within words.
16. Demonstrates knowledge of the alphabet		
	a. Indentifies names of letters	Letter name identification and fluency is developed through ***I Have Who Has Letters, Message of the Day***, ***Mystery Letter and Play Planning with Sound Map.***
	b. Uses letter-sound knowledge	Children learn to spell words using the **Sound Map,** a visual representation of the letters and their sounds. Children are encouraged to use the **Sound Map** during all **Scaffolded Writing** activities (e.g. ***Play Plans, Science Eyes, Story Extensions***).
17. Demonstrates knowledge of print and its uses		
	a. Uses and appreciates books	***Story Lab (all labs)*** and ***Buddy Reading*** develop comprehension, understanding of theme, and a general appreciation for literature.
	b. Uses print concepts	During ***Buddy Reading***, ***Mystery Question, Message of the Day, Play Planning, Story Lab (all labs)*** children use print concepts.
18. Comprehends and responds to books and other texts		
	a. Interacts during read-alouds and book conversations	All ***Story Lab*** activities involve interaction.
	b. Uses emergent reading skills	***Buddy Reading, Story Lab,*** *and* ***Play Planning*** develop function and appreciation for reading.
	c. Retells stories	***Buddy Reading, Intentional Make Believe Play*** *and* ***Story Lab (particularly Story Grammar)*** provide children with an opportunity to recall and retell events in a story to a peer.
19. Demonstrates emergent writing skills		
	a. Writes name	Children receive instruction on how to write their name during all **Scaffolded Writing** activities (e.g. ***Play Plans, Science Eyes, Story Extensions***).
	b. Writes to convey meaning	All **Scaffolded Writing** activities (e.g., **Play Plans**) provide opportunities for children to develop and show the understanding that print conveys the spoken message.

TOOLS of the MIND

Tools of the Mind aligned with the *GOLD* Development and Learning Objectives

***GOLD* Objectives for Development and Learning**		***Tools of the Mind* activities**
MATHEMATICS		
20. Uses number concepts and operations		
	a. Counts	Children are introduced to numerals and begin counting through ***Timeline Calendar***, ***Weather Graphing, Mystery Games, Making Collections, Intentional Make Believe Play, and Number Line Hopscotch***.
	b. Quantifies	Through the ***Making Collections, Mystery Games*** *and* ***Freeze on the Number*** games, children become aware of quantities and begin to develop one-to-one correspondence.
	c. Connects numerals with their quantities	Through ***Making Collections, Numerals Game***, ***Freeze on the Number, Number line Hopscotch***, ***Guess My Number*** *and* ***I Have Who Has Number*** games, children develop one-to-one correspondence, numeral name and counting fluency, and the ability to match quantities with numerals.
21. Explores and describes spatial relationships and shapes		
	a. Understands spatial relationships	***Remember and Replicate, Mystery Shape Game, Small Group Puzzles/Manipulatives*** *and* ***Venger Drawings*** require children to recall and re-enact positional orientations of objects, or spatial relations.
	b. Understands shapes	***Venger Drawing, Mystery Shapes Game, Small Group Puzzles/Manipulatives***, children learn to identify and investigate shapes in parts and wholes.
22. Compares and measures		
		Children compare amounts within the context of ***Making Collections, Numerals Game, Mystery Games, Weather Graphing***, and the activities in ***Science Eyes***. In ***Science Eyes***, children measure using nonstandard measures for several months, and then the teacher introduces the use of a standard measure (e.g. scale, ruler, and measuring cups). Children use these along with their familiar nonstandard measures in the partner activities (e.g., ***Tallying)***.
23. Demonstrates knowledge of patterns		
		Remember and Replicate, Pattern Movement, Mystery Pattern Game, *and* ***Patterns with Manipulatives*** help children develop the ability to understand and replicate patterns.

TOOLS of the MIND

Tools of the Mind aligned with the *GOLD* Development and Learning Objectives

GOLD **Objectives for Development and Learning**	***Tools of the Mind*** **activities**
SCIENCE AND TECHNOLOGY	
24. Uses scientific inquiry skill	
	Science Eyes and ***Story Lab-Learning Facts*** provides children with the opportunity to observe, question and explore materials and the environment. The teacher scaffolds the development of descriptive vocabulary and recording of the observations.
25. Demonstrates knowledge of the characteristics of living things	
	Children also explore the natural world and living things during ***Science Eyes*** (e.g., growing sprouts) and also during ***Story Lab-Learning Facts***.
26. Demonstrates knowledge of the physical properties of objects and materials	
	Children observe, manipulate and sort objects in their environment in several activities: the ***Attribute Game, Science Eyes, Math Memory, and Remember & Replicate***. These activities encourage children to classify the objects using more than one classifier as well. Non-fiction books on natural materials, rocks, water, soil, and plants are used during ***Story Lab- Learning Facts.***
27. Demonstrates knowledge of Earth's environment	
	During daily ***Weather Graphing*****,** children note the weather using common weather-related vocabulary and compare the weather in a graph. ***Science Eyes*** exposes children to concepts of recycling, conservation, and respect for the environment. Non-fiction books on recycling, conservation, and respect for the environment are included in those presented during ***Story Lab- Learning Facts*****.** In addition, during ***Intentional Make Believe Play***, children engage in play themes that involve learning about the natural environment such as camping or taking care of animals (veterinarian) or taking care of plants (gardener or floral shop).
28. Uses tools and other technology to perform tasks.	
	During ***Science Eyes*****,** children use technology and/or tools to learn scientific concepts. Also during ***Intentional Make Believe Play*** teachers scaffold the use of the appropriate technology or tools needed for play themes (e.g. the camp ranger might need binoculars, the doctor a stethoscope).

TOOLS of the MIND

Tools of the Mind aligned with the *GOLD* Development and Learning Objectives

GOLD **Objectives for Development and Learning**	***Tools of the Mind*** **activities**
SOCIAL STUDIES	
29. Demonstrates knowledge about self	
	In ***Story Lab- Connections*** children are asked to make connections between stories and non-fiction books and their own lives and share these ideas with their peers. Children also have opportunities to relate themselves to their peers in ***Share the News*** *and* ***Intentional Make Believe Play****.*
30. Shows basic understanding of people and how they live	
	During ***Story Labs- Active Listening, Connections, Learning Facts & Vocabulary*** teachers and children learn about the community and how different people in it live and interact by reading books about the police, fireman, grocery store, doctor, nurse, etc… Children engage in ***Intentional Make Believe Play*** themes that involve the people and places in the community. Children play out the social relationships between the different people in the community, including how they interact and help each other.
31. Explores change related to familiar people or places	
	Story Labs *and* ***Intentional Make Believe Play*** offer children the opportunity to explore change.
32. Demonstrates simple geographic knowledge	
	During **Intentional Make Believe Play** children explore where they live and their community. During **Story Lab** geographic knowledge is explored.

TOOLS of the MIND

Tools of the Mind aligned with the *GOLD* Development and Learning Objectives

GOLD **Objectives for Development and Learning**	***Tools of the Mind*** **activities**
THE ARTS	
33. Explores the visual arts	
	In addition to ***Venger Drawing***, children are exposed to a variety of art media throughout all centers when ***Prop Making*** to support their ***Intentional Make Believe Play***. ***Play Planning*** *(and* ***Scaffolded Writing)*** develops the use of drawings, shapes, and letter-like forms to create a representational picture. Students also have daily access to an **art center** where they can explore and create with different media.
34. Explores musical concepts and expression	
	Children explore music during ***Physical Self-Regulation Games, Intentional Make Believe Play, Graphics Practice, Community Building Activities and Attention Focusing Activities.***
35. Explores dance and movement concepts	
	Children participate in a variety of dance activities (e.g. ***Freeze Game***) on a daily basis. In addition, ***Physical Self-Regulation Games, Pretend Transitions, Attention Focusing Activities, and Community Building Activities*** provide children with opportunities to learn to use their hands and fingers to make specific gestures and motions that represent the actions in the songs or chants.
36. Explores drama through actions and language	
	Intentional Make Believe Play, Make Believe Play Practice *and* ***Pretend Transitions*** allow children to explore drama.

TOOLS of the MIND

Tools of the Mind aligned with the *GOLD* Development and Learning Objectives

GOLD **Objectives for Development and Learning**	***Tools of the Mind*** **activities**
ENGLISH LANGUAGE ACQUISITION	
37. Demonstrates progress in listening to and understanding English	
	All activities allow for practice listening to and understanding English (both with peers and adults). Specific supports are given to teachers to help them assess and facilitate comprehension.
38. Demonstrates progress in speaking English	
	All partner and group activities encourage children to talk with peers or adults. Teachers are given specific strategies and guidance to help them use each child's native language to support the acquisition of the second language.

DC CAS-Alt

Entry Points – Grade 3

ELA

Common Core Crosswalk with DC CAS-Alt Entry Points — August 2012

ELA	Third Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Language Development	3.LD-V.8 Identify the meaning of common prefixes and suffixes (e.g., un-, re-, in-, dis-, -ful, -ly, -less), and know how they change the meaning of roots.	Understand prefixes and suffixes and how they change the definition of root words.	♦ Identify letters in a prefix or suffix ♦ Highlight prefixes or suffixes in a word.	♦ Create a word list of, suffixes and their definitions . ♦ Match a prefix with its definition. ♦ Define root word in unfamiliar words.	♦ Use word cards of suffixes or prefixes to form new words. ♦ Match a suffix and root word to its meaning.	**Reading: Foundational Skills**	3.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words. 3.R.F.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. 3.R.F.3.b Decode words with common Latin suffixes.
Language Development	3.LD-V.12. Use context of the sentence to determine the intended meaning of an unknown word or a word with multiple meanings.	Define words using context cues.	♦ Match words with multiple meanings to various pictures or words illustrating those meanings. ♦ Locate and/or cut out three words/ pictures with multiple meanings from a newspaper, magazine, comic strip, student generated pictures etc.	♦ Identify words that have multiple meanings. ♦ Use multiple meaning words to complete a sentence. ♦ Name the part of speech of each multiple meaning word. ♦ Use reference books (including student generated dictionary/thesaurus, etc) to locate each word/picture from a list of multiple meaning words.	♦ Select correct picture definition among multiple meaning words, that completes a given sentence correctly. ♦ Demonstrate how multiple meaning words change the meaning of a sentence by using words or pictures (saw, well, foot, love).	**Language**	2.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

ELA	Third Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	3.LT-U.4. Use story details and prior knowledge to understand ideas that are not directly stated in the text.	Make simple inferences using story details and prior knowledge.	♦ Identify story details. ♦ Identify main characters. ♦ Recall through written or pictorial representation previous personal experiences or events related to the text.	♦ Match story details to pictures of events. ♦ Describe or demonstrate a personal experience similar to the story.	♦ Answer simple inference questions about the story using prior knowledge (e.g., choose whether the main character will be happy or sad about a hypothetical event). ♦ Using a chart with story details the student will determine how the character would feel in each instance (e.g., happy or sad). ♦ Listing known information prior to reading a story (e.g., look at all of the pictures of the story and state what you know/think).	**Reading: Literature**	1.R.L.7 Use illustrations and details in a story to describe its characters, setting, or events. 2.R.L.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Literary Text	3.LT-F.8. Identify the elements of stories (problem, solution, character, and setting) and analyze how major events lead from problem to solution.	Analyze how events in a text lead to a problem or solution.	♦ Answer questions of who, what, where, when, or how. ♦ Recognize that events have causes in a text. ♦ Identify elements of a story (using pictures, objects, or words).	♦ Define the terms plot, character, or setting. ♦ Sequence major events of the story. ♦ Categorize characters by those who were a part of the problem and those who were not a part of the problem. ♦ Identify critical details, facts, key events, and/or people involved in a story or read aloud. ♦ Identify and describe the plot, characters, or setting (using pictures, objects, or words). ♦ Create a detailed character description of the main character from the story.	♦ Match events of a story with a problem (cause and effect). ♦ Compare how two characters would solve a problem differently (e.g., given pictures representing two characters and pictures representing three possible solutions, correctly match which character would develop which solution and one detail explaining why). ♦ Classify events as a leading to or not leading to a solution.	**Reading: Literature**	3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELA	Third Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Informational Text	3.IT-E.1. Identify the purpose or main point and supporting details in text.	Identify purpose or main point and supporting details.	♦ Answer who or what questions in informational text. ♦ Name/locate the characters. ♦Identify (using pictures) where the story takes place.	♦ Identify critical details, facts, key events, and/or people involved in an informational text. ♦ Identify main point. ♦ Identify the purpose.	♦ Identify the purpose and supporting details of informational text. ♦ Identify the main point and supporting details of informational text.	**Reading: Informational Text**	3.R.I.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Informational Text	3.IT-E.3. Distinguish cause from effect.	Distinguish cause from effect.	♦ Identify the first event in informational text. ♦ Explain, using words or pictures, what the cause is of a given situation from a text. ♦ Explain using words or pictures, what the effect is of a given situation from a text.	♦ Sequence events in informational text. ♦ Classify sentences/pictures to show cause or effect.	♦ Categorize events as cause or effect in informational text. ♦ Match simple cause and effect pictures/concepts in informational text. ♦ Given a specific event, list or match possible effects.	**Reading: Informational Text**	3.R.I.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Informational Text	3.IT-E.4. Identify and use knowledge of common textual features (e.g., title, headings, table of contents, glossary, captions) to make predictions about content.	Apply knowledge of textual features to make predictions.	♦ Identify the title in informational text. ♦ Identify table of contents in informational text. ♦ Identify letters in the title of informational text .	♦ Match a caption to a picture in informational text. ♦ Match a picture to a section of the informational text.	♦ Given an illustration and the title of a text, predict what the text will be about. ♦ Based on the title, predict which informational text will help to find information. ♦ Predict, with clues and picture provided by the teacher, which event will occur next.	**Reading: Informational Text**	1.R.I.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

ELA	Third Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Informational Text	3.IT-E.5. Form questions about text and locate facts in response to those questions.	Apply knowledge of informational text by forming and answering questions and locating facts.	♦ Identify letters/words in an informational text. ♦ Match picture to section of narrative.	♦ Answer who/what questions about informational text. ♦ Answer a question by choosing an appropriate picture or word from the text. ♦ Locate facts in text to answer questions. ♦ Answer questions developed by classmates or teacher about informational text. ♦ Ask questions about a text read aloud (e.g., by pointing to the appropriate response).	♦ Form questions that can be answered from specific informational text and locate the facts in response to those questions. ♦ Given informational text the student will choose from a list of questions that would relate to the topic and find the answer in a text.	**Reading: Informational Text**	3.R.I.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Informational Text	3.IT-DP.6. Locate specific information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.	Identify information on graphic representations of informational text.	♦ Locate common signs, symbols, or pictures in the environment. ♦ Identify basic sight words in graphic representations within informational text (Dolch, Edmark). ♦ Match pictures with written and graphic symbols.	♦ Identify graphic representations (charts, maps, timelines). ♦ Identify basic sight words in graphic representations within informational text (Dolch, Edmark).	♦ Answer questions about informational text using graphic representations. ♦ Identify words in graphic representations within informational text (Metro stops). ♦ Identify information in informational text (e.g., map of Washington, DC locate a monument).	**Reading: Informational Text**	2.R.I.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Informational Text	3.IT-DP.7. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	Apply knowledge of text and text features to complete an activity.	♦ Follow a set of oral directions to complete a task. ♦ Identify letters/words in a set of directions.	♦ Order a series of tasks needed to complete an activity. ♦ Sequence events from informational text to complete an activity.	♦ Follow a set of written/pictorial directions to complete a task. ♦ Carry out a step by step set of instructions from informational text to complete a specific task. ♦ Complete an activity using text features (e.g. numbering pages, sequencing pictures, etc.) .	**Reading: Informational Text**	3.R.I.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CONTENT Reading/ELA

STRAND Language **Development**

Grade 3				
Learning Standards as written			Essential and Prioritized Skill	
Language Development	3LD-V8	Identify the meaning of common prefixes and suffixes (e.g.,un-, re-, in-, dis-, -ful, -ly, -less), and know how they changed the meaning of roots (e.g., happy/unhappy, tell/retell).	♦ Understand prefixes and suffixes and how they change the definition of root words	
Less Complex		**Possible Entry Points**		More Complex
The student will:		**The student will:**		**The student will:**
	♦ Identify letters in a prefix or suffix ♦ Highlight prefixes or suffixes in a word.	♦ Create a word list of, suffixes and their definitions ♦ Match a prefix with its definition ♦ Define root word in unfamiliar words		♦ Use word cards of suffixes or prefixes to form new words ♦ Match a suffix and root word to its meaning

General Education Example

Example: Students make a list of words with prefixes, such as unwrap and rewrite, then determine how the prefix changes the meaning. Make another list of words with suffixes, such as helpful and sleepless, and determine the effect of the suffix on the base word.

CONTENT Reading/ELA

STRAND Language Development

Grade 3				
Learning Standards as written			Essential and Prioritized Skill	
Language Development	3LD-V12	Use context of the sentence to determine the intended meaning of an unknown word or a word with multiple meanings (e.g., hatch, arm, boot)	♦ Define words using context cues	
Less Complex		**Possible Entry Points**		More Complex
The student will:		**The student will:**		**The student will:**
Vocabulary	♦ Match words with multiple meanings to various pictures or words illustrating those meanings. ♦ Locate and/or cut out three words/pictures with multiple meanings from a newspaper, magazine, comic strip, student generated pictures etc	♦ Identify words that have multiple meanings ♦ Use multiple meaning words to complete a sentence ♦ Name the part of speech of each multiple meaning word ♦ Use reference books (including student generated dictionary/thesaurus, etc) to locate each word/picture from a list of multiple meaning words		♦ Select correct picture definition among multiple meaning words, that completes a given sentence correctly ♦ Demonstrate how multiple meaning words change the meaning of a sentence by using words or pictures (saw, well, foot, love)

General Education Example

Example: Students use a list of multiple-meaning words to write several sentences using the different meanings of the words (e.g., hatch, arm, boot, match, light, run).

CONTENT Reading/ELA

STRAND Literary Text

Grade 3				
Learning Standards as written			Essential and Prioritized Skill	
Literary Text	3LT-U4	Use story details and prior knowledge to understand ideas that are not directly stated in the text.	♦ Make simple inferences using story details and prior knowledge	
Less Complex		**Possible Entry Points**		More Complex
	The student will:	**The student will:**		**The student will:**
Literary Text	♦ Identify story details ♦ Identify main characters ♦ Recall through written or pictorial representation previous personal experiences or events related to the text	♦ Match story details to pictures of events ♦ Describe or demonstrate a personal experience similar to the story		♦ Answer simple inference questions about the story using prior knowledge (e.g., choose whether the main character will be happy or sad about a hypothetical event.) ♦ Using a chart with story details the student will determine how the character would feel in each instance (e.g., happy or sad) ♦ Listing known information prior to reading a story (e.g., look at all of the pictures of the story and state what you know/think)

CONTENT Reading/ELA

STRAND Literary Text

Grade 3				
Learning Standards as written			Essential and Prioritized Skill	
Literary Text	3LT-F8	Identify the elements of stories (problem, solution, character, and setting) and analyze how major events lead from problem to solution.	♦ Analyze how events in a text lead to a problem or solution	
Less Complex		**Possible Entry Points**		More Complex
	The student will:	**The student will:**		**The student will:**
Literary Text	♦ Answer questions of who, what, where, when, or how ♦ Recognize that events have causes in a text ♦ Identify elements of a story (using pictures, objects, or words)	♦ Define the terms plot, character, or setting ♦ Sequence major events of the story ♦ Categorize characters by those who were a part of the problem and those who were not a part of the problem ♦ Identify critical details, facts, key events, and/or people involved in a story or read aloud ♦ Identify and describe the plot, characters, or setting (using pictures, objects, or words) ♦ Create a detailed character description of the main character from story		♦ Match events of a story with a problem (cause and effect) ♦ Compare how two characters would solve a problem differently (e.g., given pictures representing two characters and pictures representing three possible solutions, correctly match which character would develop which solution and one detail explaining why) ♦ Classify events as a leading to or not leading to a solution

General Education Example: Students read a piece of fiction. Individually, students create a mini book illustrating the problem, solution, characters, and setting. Suggested books include: The Story of Ruby Bridges *by Robert Coles,* My Mamma Had a Dancing Heart *by Libba Moore Gray,* Sleeping Ugly *by Jane Yolen.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	3IT-E1	Identify the purpose or main point and supporting details in text.	♦ Identify purpose or main point and supporting details

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Informational Text ♦ Answer who or what questions in informational text ♦ Name/locate the characters ♦ Identify (using pictures) where the story takes place	♦ Identify critical details, facts, key events, and/or people involved in an informational text ♦ Identify main point ♦ Identify the purpose	♦ Identify the purpose and supporting details of informational text ♦ Identify the main point and supporting details of informational text

General Education Example: *Students brainstorm a list of animals they know. Then they read* About Mammals: A Guide for Children *by Cathryn Sill. With their teacher, they list common traits of mammals (the main idea of the book). Using what they have learned from the book, they decide which animals on their original list are mammals. Students then identify supporting details from the book to illustrate why or why not the animal they named is a mammal.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	3IT-E3	Distinguish cause from effect.	♦ Distinguish cause from effect

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Informational Text ♦ Identify the first event in informational text ♦ Explain, using words or pictures, what the cause is of a given situation from a text. ♦ Explain using words or pictures, what the effect is of a given situation from a text.	♦ Sequence events in informational text ♦ Classify sentences/pictures to show cause or effect	♦ Categorize events as cause or effect in informational text ♦ Match simple cause and effect pictures/concepts in informational text ♦ Given a specific event, list or match possible effects

General Education Example: *Students read* Why Mosquitoes Buzz in People's Ears *by Verna Aardema. As a class, have the students follow the path of cause and effect.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	3IT-E4	Identify and use knowledge of common textual features to make predictions about content (e.g., title, headings, table of contents, glossary, captions).	♦ Apply knowledge of textual features to make predictions

Less Complex	Possible Entry Points		More Complex
	The student will:	**The student will:**	**The student will:**
Informational Text	♦ Identify the title in informational text ♦ Identify table of contents in informational text ♦ Identify letters in the title of informational text	♦ Match a caption to a picture in informational text ♦ Match a picture to a section of the informational text	♦ Given an illustration and the title of a text, predict what the text will be about ♦ Based on the title, predict which informational text will help to find information ♦ Predict, with clues and pictures provided by the teacher, which event will occur next

General Education Example: *Using their textbook, pairs of students identify each of the textual features and its purpose (e.g., table of contents, glossary, captions) to make predictions about content.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	3IT-E5	Form questions about text and locate facts in response to those questions.	♦ Apply knowledge of informational text by forming and answering questions and locating facts

Less Complex	Possible Entry Points		More Complex
	The student will:	**The student will:**	**The student will:**
Informational Text	♦ Identify letters/words in an informational text ♦ Match picture to section of narrative	♦ Answer who/what questions about informational text ♦ Answer a question by choosing an appropriate picture or word from the text. ♦ Locate facts in text to answer questions ♦ Answer questions developed by classmates or teacher about informational text ♦ Ask questions about a text read aloud (e.g., by pointing to the appropriate response)	♦ Form questions that can be answered from specific informational text and locate the facts in response to those questions ♦ Given informational text the student will choose from a list of questions that would relate to the topic and find the answer in a text.

General Education Example: Prior to a lesson in and reading about the life of Thomas Jefferson, students write several questions regarding the subject. Students then record the answers as they locate facts while reading Who Was Thomas Jefferson? *by Dennis Brindell Fradin.*

DC CAS-Alt

CONTENT Reading/ELA

STRAND Informational Text

Grade 3				
Learning Standards as written				Essential and Prioritized Skill
Informational Text	3IT-DP6	Locate specific information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.		♦ Identify information on graphic representations of informational text
Less Complex		**Possible Entry Points**		More Complex
	The student will:	**The student will:**		**The student will:**
Informational Text	♦ Locate common signs, symbols, or pictures in the environment ♦ Match pictures with written and graphic symbols	♦ Identify graphic representations (charts, maps, timelines) ♦ Identify basic sight words in graphic representations within informational text (Dolch, Edmark)		♦ Answer questions about informational text using graphic representations ♦ Identify words in graphic representations within informational text (Metro stops) ♦ Identify information in informational text (e.g., map of Washington, DC locate a monument)

General Education Example: Using a map of Washington, D.C., students locate monuments, parks, and museums.

CONTENT Reading/ELA

STRAND Informational Text

Grade 3				
Learning Standards as written				Essential and Prioritized Skill
Informational Text	3IT-D7	Use information from text and text features to determine the sequence of activities needed to carry out a procedure.		♦ Apply knowledge of text and text features to complete an activity
Less Complex		**Possible Entry Points**		More Complex
	The student will:	**The student will:**		**The student will:**
Informational Text	♦ Follow a set of oral directions to complete a task ♦ Identify letters/words in a set of directions	♦ Order a series of tasks needed to complete an activity ♦ Sequence events from informational text to complete an activity		♦ Follow a set of written/pictorial directions to complete a task ♦ Carry out a step by step set of instructions from informational text to complete a specific task ♦ Complete an activity using text features (e.g. numbering pages, sequencing pictures, etc.)

General Education Example: Students use text and illustrations of an origami bird to create the figure.

Entry Points – Grade 3

Mathematics

Mathematics	Third Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point**	**Entry Point More Complex**	**CCSS Strand**	**CCSS Matched Standard**
Number Sense and Operations	3NSO-N1 Exhibit an understanding of the base 10 number system by reading, modeling, and writing whole numbers to at least 10,000; demonstrate an understanding of the values of the digits.	Understand the proportional value of the number system based on 10 (e.g., 10 ones = 1 ten, 10 tens = 100 ones, 10 one hundreds = 1,000, etc.)	* Identify single digit numbers * Match single digit numbers to correct number of objects	* Identify the value of each digit up to 100 * Use counting strategy to represent place value using manipulatives (e.g, ones/tens/hundreds)	* Represent, write and identify the value of each digit for numbers * Identify, order and numerically represent whole numbers using manipulatives * Write digits on a place value chart for 2 or 3 digit numbers up to 100	Number and Operations Base Ten	3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.
Number Sense and Operations	##########	Apply rounding and regrouping to estimate: *Quantities *Measures *Money to $100 Judge reasonableness of answer	* Identify if a number is more or less than 5 up to 10 * Identify if a number is rounded to the ones or tens place	* Match numbers and their representation using manipulatives and place value chart to round up to the next highest number * Identify nearest whole dollar for purchase under $10.00 * Estimate numbers using regrouping (e.g., number of boxes of plastic forks needed for a party with 30 people.) * Add, subtract, and/or multiply numbers using rounding or regrouping	* Identify nearest whole dollar for purchase under $10.00. Check to see if you were right * Estimate numbers using regrouping (e.g., number of boxes of plastic forks needed for a party with 30 people. Check to see if you have enough.) * Estimate measurement given a portion of the measurement (e.g., if you know that half of the table is 10 inches, what would the whole table be?). Check your answer	Number and Operations Base Ten Measurment and Data	3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100. 2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.

Number Sense and Operations	3NSO-C10 Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of up to five-digit whole numbers	Apply conventional procedures and formulas to solve addition and subtraction problems	* Identify the required math operation in a simple problem situation – addition or subtraction * Identify mathematical situations in which the order of events makes a difference and situations in which the order does not make a difference (commutative and non- commutative, e.g., 2+3=3+2, 5-2≠5-3)	* Identify the commutative property of addition using number sentences (e.g., 3+2=2+3) * Use objects and manipulatives to demonstrate the commutative property	* Add to and split groups of objects to represent and solve addition and subtraction problems * Add or subtract single digit whole numbers using manipulatives	Number and Operations Base Ten	3.NBT.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Number Sense and Operations	3NSO-C18 Solve division problems in which a multi-digit whole number is evenly divided by a one-digit number (e.g., 125 ÷ 5).	Solve division problems	* Define the quotient, dividend, divisor, and remainder * Identify even vs. odd numbers in division problems * Identify the quotient, dividend, divisor, and remainder in a division problem	* Split groups of objects into equal parts to represent division problem * Split groups of objects into equal parts with remaining objects to represent division problem with remainder	* Use counting strategy to solve division problem in which numbers are divided evenly * Use counting strategy to solve division problem (i.e., 6 divided by 2) with or without manipulatives	Operations and Algebraic Thinking	3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Number Sense and Operations	3NSO-F5 Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of a collection.	Identify and understand fractions	* Divide an object into equal portions * Combine equal parts to make a whole	* Identify parts of a whole (1/ 2, 1/ 4, 1/ 3, 1/ 8) written as a fraction * Match a fractio+E7n to a representation+E8	* Identify and numerically represent common fractions * Identify and pictorially represent common fractions * Split groups of objects into two, three, or four equal parts and match to written fraction	Number and Operations--Fraction	3.NF.1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. 3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. 3.NF.2b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
Patterns, Relations & Algebra	3PRA-3 Determine values of variables in simple equations involving addition, subtraction, or multiplication (e.g., 4106 – t = 37, 5 = m + 3, and r – m = 3).	Solve for variables in addition, subtraction, or multiplication problems	* Identify numbers in an addition problem * Discriminate between numbers and letters	* Identify an addition problem * Identify a subtraction problem * Use one-to-one number correspondence to represent numbers/objects	* Solve an addition problem where the unknown is one of the terms (4+x=5) * Solve a subtraction problem where the unknown is one of the terms (x – 3 = 7) * Solve a multiplication problem (4 x 2 = 8)	Operations and Algebraic Thinking	3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Patterns, Relations & Algebra	3PRA-5 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).	Demonstrate understanding of a mathematical pattern by extending it.	* Count by 1's or 2's * Identify numbers in a pattern	* Identify a mathematical pattern * Identify the number/item missing in a pattern * Skip Count by 5's or 10's * Identify patterns on a 100's chart	* Create and explain a pattern using simple addition and subtraction (i.e., adding by 2's, subtracting by 3's) * Extend a pattern using simple addition and subtraction (i.e., adding by 2's, subtracting by 3's) * Describe and extend a pattern using numbers or operations	Operations and Algebraic Thinking	3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Geometry	##########	Analyze attributes of 2-dimensional shapes (especially triangles and quadrilaterals)	* Label a triangle * Count the number of sides of a shape * Match a rectangle to the term * Match a square to the term * Match a triangle to a triangle	* Identify parts of shapes (lines, angles, curves, etc.) * Classify shapes by the number of sides they have * Compare shapes based on number of corners * Identify a right angle * Match a rectangle and square to the term "quadrilateral"	* Sort and compare shapes by three different attributes * Categorize how similar shapes can be different (isosceles triangle vs. equilateral triangle) * Distinguish shapes based on the type of angle it has	Geometry	3.G.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
Geometry	3G4 Identify and draw lines that are parallel, perpendicular, and intersecting.	Demonstrate understanding of different types of lines	* Identify a line * Match a line to its definition * Distinguish between a line and a circle	* Identify a perpendicular line * Identify intersecting lines * Define parallel * Define perpendicular * Define intersecting lines	* Recognize parallel lines in everyday places from their definitions and/or attributes * Identify and label perpendicular lines * Match a parallel line to its term * Use manipulatives to create perpendicular lines	Geometry	4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
Geometry	3G6 Apply techniques such as reflections (flips), rotations (turns), and translations (slides) for determining if two shapes are congruent.	Apply reflections, rotations, or translations to determine congruency.	* Identify shapes * Match shapes that are the same and in the same position	* Use manipulatives to demonstrate a reflection, translation or rotation * Match rotation, reflection or translation to its term	* Use a reflection to determine if a shape is congruent * Use a translation to determine if a shape is congruent * Use rotation to determine if a shape is congruent	Geometry	8.G.2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. 8.G.3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	3NSO-N1	Exhibit an understanding of the base 10 number system by reading, modeling, and writing whole numbers to at least 10,000; demonstrate an understanding of the values of the digits.	♦ Understand the proportional value of the number system based on 10 (e.g., 10 ones = 1 ten, 10 tens = 100 ones, 10 one hundreds = 1,000, etc.)

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Number Sense ♦ Identify single digit numbers ♦ Match single digit numbers to correct number of objects	♦ Identify the value of each digit up to 100 ♦ Use counting strategy to represent place value using manipulatives (e.g, ones/tens/hundreds)	♦ Represent, write and identify the value of each digit for numbers ♦ Identify, order and numerically represent whole numbers using manipulatives ♦ Write digits on a place value chart for 2 or 3 digit numbers up to 100

General Education Example

Example: Write 793 for the number "seven hundred ninety-three."

CD CAS-Alt

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	3NSO-E24	Understand and use the strategies of rounding and regrouping to estimate quantities, measures, and the results of whole-number computations (addition, subtraction, and multiplication) up to two-digit whole numbers and amounts of money to $100 and to judge the reasonableness of answers.	Apply rounding and regrouping to estimate: • Quantities • Measures • Money to $100 Judge reasonableness of answer

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Estimation ♦ Identify if a number is more or less than 5 up to 10 ♦ Identify if a number is rounded to the ones or tens place	♦ Match numbers and their representation using manipulatives and place value chart to round up to the next highest number ♦ Identify nearest whole dollar for purchase under $10.00 ♦ Estimate numbers using regrouping (e.g., number of boxes of plastic forks needed for a party with 30 people.) ♦ Add, subtract, and/or multiply numbers using rounding or regrouping	♦ Identify nearest whole dollar for purchase under $10.00. Check to see if you were right ♦ Estimate numbers using regrouping (e.g., number of boxes of plastic forks needed for a party with 30 people. Check to see if you have enough.) ♦ Estimate measurement given a portion of the measurement (e.g., if you know that half of the table is 10 inches, what would the whole table be?). Check your answer

General Education Example

Example: You have $20. Do you have enough to buy all four items? Explain how you made your estimate.

Hat – $4.52

Socks – $1.99

Sweater – $9.41

Scarf – $3.95

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	3NSO-C10	Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of up to five-digit whole numbers	♦ Apply conventional procedures and formulas to solve addition and subtraction problems

Less Complex		Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Computation	♦ Identify the required math operation in a simple problem situation – addition or subtraction ♦ Identify mathematical situations in which the order of events makes a difference and situations in which the order does not make a difference (commutative and non-commutative, e.g., 2+3=3+2, 5-2≠5-3)	♦ Identify the commutative property of addition using number sentences (e.g., 3+2=2+3) ♦ Use objects and manipulatives to demonstrate the commutative property	♦ Add to and split groups of objects to represent and solve addition and subtraction problems ♦ Add or subtract single digit whole numbers using manipulatives

General Education Example

Example: 85,412 – 42,747 = ? Explain your method.

CONTENT Mathematics

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	3NSO-C18	Solve division problems in which a multi-digit whole number is evenly divided by a one-digit number (e.g., 125 ÷ 5).	♦ Solve division problems

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Number Sense ♦ Define the quotient, dividend, divisor, and remainder ♦ Identify even vs. odd numbers in division problems ♦ Identify the quotient, dividend, divisor, and remainder in a division problem	♦ Split groups of objects into equal parts to represent division problem ♦ Split groups of objects into equal parts with remaining objects to represent division problem with remainder	♦ Use counting strategy to solve division problem in which numbers are divided evenly ♦ Use counting strategy to solve division problem (i.e., 6 divided by 2) with or without manipulatives

Example: What is 125 ÷ 5?

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	3NSO-F5	Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of a collection.	♦ Identify and understand fractions

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Fractions ♦ Divide an object into equal portions ♦ Combine equal parts to make a whole	♦ Identify parts of a whole (1/ 2, 1/ 4, 1/ 3, 1/ 8) written as a fraction ♦ Match a fraction to a representation	♦ Identify and numerically represent common fractions ♦ Identify and pictorially represent common fractions ♦ Split groups of objects into two, three, or four equal parts and match to written fraction

General Education Example

Example: Fold a piece of paper in half and then in half again creating fourths. Shade 2 sections or 2/4 of the sheet of paper. Now fold the paper in half three times. Shade 3 sections of the sheet of paper or 3/8.

CONTENT: Mathematics

STRAND: Patterns, Relations, & Algebra

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, & Algebra	3PRA-3	Determine values of variables in simple equations involving addition, subtraction, or multiplication (e.g., 4106 – t = 37, 5 = m + 3, and r – m = 3).	♦ Solve for variables in addition, subtraction, or multiplication problems

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify numbers in an addition problem ♦ Discriminate between numbers and letters	♦ Identify an addition problem ♦ Identify a subtraction problem ♦ Use one-to-one number correspondence to represent numbers/objects	♦ Solve an addition problem where the unknown is one of the terms (4+x=5) ♦ Solve a subtraction problem where the unknown is one of the terms (x – 3 = 7) ♦ Solve a multiplication problem (4 x 2 = 8)

General Education Example

Example: Solve the following: 4106 – ∇ = 37, 5 = ○ + 3, and ∇ – ○ = 3.

CONTENT: Mathematics

STRAND: Patterns, Relations, & Algebra

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, & Algebra	3PRA-5	Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).	♦ Demonstrate understanding of a mathematical pattern by extending it.

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Count by 1's or 2's ♦ Identify numbers in a pattern	♦ Identify a mathematical pattern ♦ Identify the number/item missing in a pattern ♦ Skip Count by 5's or 10's ♦ Identify patterns on a 100's chart	♦ Create and explain a pattern using simple addition and subtraction (i.e., adding by 2's, subtracting by 3's) ♦ Extend a pattern using simple addition and subtraction (i.e., adding by 2's, subtracting by 3's) ♦ Describe and extend a pattern using numbers or operations

General Education Example

Example: Find the number of legs on 6 dogs. Create a table and extend the pattern. Explain your method (e.g., counted by 4s or multiplied the number of dogs by 4).

Number of dogs	*1*	*3*	*4*	*6*
Number of dog legs	*4*		*16*	

DC CAS-Alt

CONTENT: Mathematics

STRAND: Geometry

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Geometry	3G1	Compare and analyze attributes and other features (e.g., number and shape of sides, faces, corners, right angles) of two-dimensional geometric shapes, especially the attributes of triangles (isosceles, equilateral, right) and quadrilaterals (rectangle, square).	♦ Analyze attributes of 2-dimensional shapes (especially triangles and quadrilaterals)

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Label a triangle ♦ Count the number of sides of a shape ♦ Match a rectangle to the term ♦ Match a square to the term ♦ Match a triangle to a triangle	♦ Identify parts of shapes (lines, angles, curves, etc.) ♦ Classify shapes by the number of sides they have ♦ Compare shapes based on number of corners ♦ Identify a right angle ♦ Match a rectangle and square to the term "quadrilateral"	♦ Sort and compare shapes by three different attributes ♦ Categorize how similar shapes can be different (isosceles triangle vs. equilateral triangle) ♦ Distinguish shapes based on the type of angle it has

DC CAS-Alt

CONTENT: Mathematics

STRAND: Geometry

Grade 3				
Learning Standards as written			Essential and Prioritized Skill	
Geometry	3G4	Identify and draw lines that are parallel, perpendicular, and intersecting.	♦ Demonstrate understanding of different types of lines	
Less Complex		**Possible Entry Points**		More Complex
The student will:		**The student will:**		**The student will:**
♦ Identify a line ♦ Match a line to its definition ♦ Distinguish between a line and a circle		♦ Identify a perpendicular line ♦ Identify intersecting lines ♦ Define parallel ♦ Define perpendicular ♦ Define intersecting lines		♦ Recognize parallel lines in everyday places from their definitions and/or attributes ♦ Identify and label perpendicular lines ♦ Match a parallel line to its term ♦ Use manipulatives to create perpendicular lines

General Education Example

Example: Use the markings on the gymnasium floor to identify two lines that are parallel. Place a jump rope across the parallel lines and identify any obtuse angles created by the jump rope and the lines.

STRAND: Geometry

Grade 3				
Learning Standards as written			Essential and Prioritized Skill	
Geometry	3G6	Apply techniques such as reflections (flips), rotations (turns), and translations (slides) for determining if two shapes are congruent.	♦ Apply reflections, rotations, or translations to determine congruency.	
Less Complex		**Possible Entry Points**		More Complex
The student will:		**The student will:**		**The student will:**
♦ Identify shapes ♦ Match shapes that are the same and in the same position		♦ Use manipulatives to demonstrate a reflection, translation or rotation ♦ Match rotation, reflection or translation to its term		♦ Use a reflection to determine if a shape is congruent ♦ Use a translation to determine if a shape is congruent ♦ Use rotation to determine if a shape is congruent

Entry Points – Grade 4

ELA

Common Core Crosswalk with DC CAS-Alt Entry Points

August 2012

ELA	Fourth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skills**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Language Development	4.LD-V.10. Use knowledge of morphology or the analysis of word roots and affixes to determine the meaning of unfamiliar words.	Analyze the meaning of unfamiliar words using base words and affixes.	♦ Match definitions/picture to the corresponding word. ♦ Identify prefixes using words/pictures. ♦ Identify suffixes using words/pictures. ♦ Identify base words using words/pictures. ♦ Locate unfamiliar words/pictures in text .	♦ Match definitions to corresponding affixes. ♦ Create a personal dictionary of words, suffixes and prefixes and the definitions. ♦ Distinguish between suffixes and prefixes. ♦ Identify the base word in series of words with prefixes/suffixes. ♦ Classify words as having the same or different base.	♦ Use base word and add suffixes and/or prefixes to form and define new words (using picture cards, words, or objects). ♦ Compare a base word definition with the corresponding definition of the same word with an affix (e.g., match a picture of a happy girl to the base "happy" and a picture of an unhappy girl to the prefix "un").	**Language**	4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
Language Development	4.LD-V.13. Recognize and use words with multiple meanings (e.g., sentences, school, hard) and determine which meaning is intended from the context of the sentence.	Analyze context clues to determine the correct meaning of a word with multiple meanings.	♦ Identify words that have multiple meanings. ♦ Identify context clues using words/pictures. ♦ Identify idioms in a story.	♦ Match multiple meaning words to definitions. ♦ Match pictures or graphic to corresponding definition. ♦ Match an idiom to the literal meaning of the word .	♦ Determine the correct meaning of a word with multiple meanings (e.g., Complete a sentence with the correct picture/definition with multiple meanings). ♦ Identify and use context clues to determine the correct definition of words with multiple meanings (e.g., Given the sentence, "I used a saw to cut the tree" and two picture/word cards (saw -with eyes and saw with a saw) the student would underline "cut" and match the tool saw to the word. ♦ Given a sentence and two picture cards -one representing the literal and one representing the figurative meaning of an idiom -the student will determine which picture card best fits the sentence.	**Language**	4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

ELA	Fourth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skills**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	4.LT-C.1. Identify similarities and differences between the characters or events in a story and the experiences in an author's life.	Compare characters or events in a story to author's life experiences.	♦ Identify events that could happen in real life and those that could not. ♦ List the events that happen in the story. ♦ Sequence events in the author's life using a timeline.	♦ Classify events into those that happen in the author's life and those that did not. ♦ Using a graphic organizer to identify similarities between the author's life and the text.	♦ Answer questions about the similarities and differences of the author's life and the characters for the story. ♦ Complete a Venn Diagram (e.g., the student places information from the author's life on one side, the character's life on the other and similarities in the middle).	**Reading: Literature**	3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Literary Text	4.LT-F.5. Explain how the plot, setting, or characters influence the events in a story using evidence from the text.	Understand how story elements influence the events of the story, using specific examples from the text.	♦ Sequence major events of the story. ♦ Identify critical details, facts, key events, and/or people involved in a story or read aloud. ♦ Answer questions of who, what, where, when, or how.	♦ Match the characters with the appropriate action in the story. ♦ Match events of a story with a problem (cause and effect).	♦ Answer questions about the elements of the story and how they influence the events in the story. ♦ Explain how the story would be different if you changed one of the elements of the story (such as if you were the main character). ♦ Compare how two characters would solve a problem differently (e.g., identify a character and one trait of that character (Pippi Longstocking-brave) and then identify a second character and a different trait in that character (Annika-timid). Then, given 3 possible solutions to a problem, match a character to a solution that fits that trait).	**Reading: Literature**	4.R.L.3 : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

ELA	Fourth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skills**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	4.LT-F.6. Describe a character's traits, relationships, and feelings, using evidence from the text (e.g., thoughts, dialogue, actions).	Describe character's traits, relationships, and feelings supported with text.	♦ Locate feeling words/ in a story. ♦ Locate pictures expressing feelings in a story. ♦ Distinguish between people and places from a story.	♦ Identify a character in a story (e.g. using object). ♦ Identify a relationship from a story. ♦ Identify dialogue from a story. ♦ Identify feelings from a story	♦ Label the character's feelings at various times during the story. ♦ Match the character traits with the correct character of the story. ♦ Describe the character traits of the main characters in the text. ♦ Create a socio-gram (character web) of the characters in the text and their relationships. ♦ Describe the feelings or emotions of the characters to specific events that take place in the text. ♦ Match the character participating in an event and the feeling of that character associated with it as described in the story.	**Reading: Literature**	3.R.L.3 : Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4.R.L.3 : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Literary Text	4.LT-G.2. Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.	Compare/contrast forms of literature using structural elements.	♦ Identify a poem. ♦ Identify a stanza. ♦ Identify dialogue. ♦ Define poetry and prose. ♦ Define fiction and nonfiction.	♦ Match a literature form to its appropriate definition. ♦ Given two different examples of literary forms, identify the requested form.	♦ Compare and contrast the structural elements of two different literary forms (e.g., use a graphic organizer to compare fiction/nonfiction, poetry/prose, etc.	**Reading: Literature**	4.R.L.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.

ELA	Fourth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skills**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	4.LT-T.4. Compare the moral lessons of several fables.	Compare morals or fables.	♦ Identify a moral. ♦ Identify a fable. ♦ Answer who/what questions about a fable.	♦ Identify the moral of fables. ♦ Match a familiar fable to the moral of the fable.	♦ Given several fables, identify which fables have morals that are similar or different. ♦ Compare and contrast at least three different morals from fables. ♦ Classify fables by their morals.	**Reading: Literature**	2.R.L.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message
Literary Text	4.LT-P.8. Recognize the similarities of sounds in words (e.g., onomatopoeia, alliteration, assonance) and rhythmic patterns in a poetry selection.	Recognize similarities of sounds in words and rhythmic patterns in poetry.	♦ Clap (gesture, eye blinking) the rhythmic pattern of a familiar poem or son. ♦ Match words from a poem that have the same initial or final consonant. ♦ Match animal sound words with the animal.	♦ Determine rhymes in a poem. ♦ Match words with the same sounds (e.g., same vowel sound or same consonant sound). ♦ Define alliteration.	♦ Indicate (through yes or no questions) when a word's pronunciation sounds like its definition (onomatopoeia). ♦ Locate alliterative words in a poem. ♦ Locate alliteration in a poem. ♦ Find onomatopoeia in a poem (e.g. highlight "galoshes" as an example of onomatopoeia).	**Reading: Literature**	2.R.L.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Literary Text	4.LT-P.9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry (narrative poem, free verse, lyrical poem, humorous poem).	Identify characteristics or structural elements of poetry.	♦ dentify key words/pictures as they relate to the topic of a poem (e.g. Langston Hughes' poem "A Dream Deferred"). ♦ Identify a key word or topic of a poem.	♦ Define free verse. ♦ Define imagery, rhyme or verse. ♦ Identify rhyming words in a poem.	♦ Identify the characteristics of a poetry given examples. ♦ Identify the structural elements of poetry given examples of each. ♦ Identify imagery in a poem. ♦ Classify text as a poem or narrative ♦ Identify a rhyme pattern in a poem.	**Reading: Literature**	4.R.L.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.

ELA	Fourth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skills**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Informational Text	4.IT-E.1. Identify the purpose and main points of a text and summarize its supporting details.	Identify purpose or main points and summarize supporting details.	♦ Identify characters in an informational text from non-informational text (stories, plays, poems, etc). ♦ Identify characters in an informational text. ♦ Identify a key detail (e.g., cats) in an informational text.	I♦ dentify main point (e.g., Match a cut out of the topic sentence to the topic sentence in the text). ♦ Identify the purpose (e.g. Choose the purpose from 3 different choices: to entertain, to inform, or to persuade). ♦ Identify supporting details (e.g., Make an outline of the main idea and supporting details of an informational text). ♦ Identify the purpose and supporting details of informational text ♦ Identify the main point and supporting details of informational text ♦ Identify critical details, facts, or key events involved in an informational text ♦ Identify main topic (e.g., cats make good pets; I hate cats) in an informational text	Summarize the main idea and supporting details from an informational text passage (e.g., choose from a list of 3 different summary choices). Using pictures symbols or objects the student will identify the purpose and summarize supporting details.	**Reading: Informational Text**	4.R.I.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

ELA	Fourth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skills**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Informational Text	4.IT-E.2. Distinguish fact from opinion.	Distinguish fact from opinion.	Identify a fact or an opinion about a topic (e.g., cats have 4 legs; all cats are mean) from an informational text. Identify words that suggest opinion, (e.g. I like, I think, I believe, perhaps, I don't like, I don't, think, etc).	State opinion/reaction about a story, character or event in a non-fiction text. Answer questions about facts of a informational text.	Use fact and opinion (e.g., After reading an informational text create two statements one of which is based on facts in the text the other is fiction (made-up). Classify statement/picture/object presented as true (fact) or made-up (opinion) (e.g., student listens to biography paired with objects and then classifies statements from the story as fact or opinion). Determine if events are fact (e.g., Given a list of events from informational text, identify which ones are most likely to happen to them or someone they know).	**Reading: Informational Text**	3.R.I.6 Distinguish their own point of view from that of the author of a text.

ELA	Fourth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skills**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Informational Text	4.IT-E.3. Identify cause-and-effect relationships stated and implied.	Identify cause and effect relationships (stated and implied).	♦ Sequence events in informational text. ♦ Identify the first event from a passage of informational text.	♦ Categorize events from informational text as either cause or effect. ♦ Given a specific event, list or match possible effects.	♦ Given a nonfiction passage in which the cause, event or action is implied, give a plausible cause or effect of the event or action. ♦ Match simple cause and effect pictures/concepts in informational text. ♦ Identify simple cause and effect action from informational text using pictures or words (e.g., Given a nonfiction passage identify the main action or behavior of the character and the effect on that character and/or other characters). ♦ Given a specific event with facts stated in the text, identify the specific effects of the event (e.g., Given a short informational text, identify the cause of a character's action or reaction).	**Reading: Informational Text**	4.R.I.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

ELA	Fourth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skills**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Informational Text	4.IT-DP.6. Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.	Interpret information in graphic representations .	♦ Locate common words, signs, symbols, or pictures that stand for words/have meaning in the environment (McDonalds, KFC, Popeye's, Chuck E. Cheese), (charts, maps and timelines). ♦ Identify graphic representations (charts, maps and timelines). ♦ Identify basic sight words in graphic representations within informational text (Dolch, Edmark, etc.).	♦ Locate facts from graphic representations such as charts, maps, diagrams, illustrations, tables, timelines found in informational text. ♦ Identify information in informational text (e.g., map of Washington, DC locate a monument).	♦ Use charts, maps, diagrams, illustrations, tables, and/or timelines to answer questions. ♦ nterpret key words in graphic representations within informational text using graphic representations.	**Reading: Informational Text**	4.R.I.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Informational Text	4.IT-DP.7. Locate specific information from text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).	Locate specific information from text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms.	♦ Recognize the meaning of symbols, pictures, signs in the environment. ♦ Match symbols to corresponding words from the environment . ♦ Locate specific vocabulary in informational text (e.g. -c in the word cup).	♦ Identify a memo. ♦ Identify a schedule. ♦ Identify a recipe .	♦ Match specific information to informational text (e.g., match the day of the week to the day of the week in the schedule). ♦ Identify words used in daily schedule, recipes, job sequences, safety signs, etc. ♦ Locate information in a transportation schedule. ♦ Locate the answer to a question in appropriate informational text from the home, classroom or community environment. ♦ Use electronic directory to locate information.	**Reading: Informational Text**	2.R.I.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

DC CAS-Alt

CONTENT Reading/ELA

STRAND Literary Text

Grade 4				
Learning Standards as written			Essential and Prioritized Skill	
Literary Text	4LT-G2	Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.	♦ Compare/contrast forms of literature using structural elements	
Less Complex		**Possible Entry Points**		More Complex
The student will:		**The student will:**		**The student will:**
Literary Text	♦ Identify a poem ♦ Identify a stanza ♦ Identify dialogue ♦ Define poetry and prose ♦ Define fiction and nonfiction	♦ Match a literature form to its appropriate definition ♦ Given two different examples of literary forms, identify the requested form		♦ Compare and contrast the structural elements of two different literary forms (e.g., use a graphic organizer to compare fiction/nonfiction, poetry/prose, etc.) ♦ Distinguish among literary forms given a selection of structural elements (e.g., real vs. unreal, dialogue, stanzas, etc)

General Education Example: Students read a variety of materials and write a short anthology of works, including several genres of literature on an event or person in American history, or on a topic in science they have studied.

STRAND Literary Text

Grade 4				
Learning Standards as written			Essential and Prioritized Skill	
Literary Text	4LT-T4	Compare the moral lessons from several fables.	♦ Compare morals of fables	
Less Complex		**Possible Entry Points**		More Complex
The student will:		**The student will:**		**The student will:**
Literary Text	♦ Identify a moral ♦ Identify a fable ♦ Answer who/what questions about a fable	♦ Identify the moral of fables ♦ Match a familiar fable to the moral of the fable		♦ Given several fables, identify which fables have morals that are similar or different ♦ Compare and contrast at least three different morals from fables. ♦ Classify fables by their morals

General Education Example: Students show how fables were often told to teach a lesson, as in Aesop's fable The Grasshopper and the Ant. *Discuss how legends were often told to explain natural history, as in the stories about Johnny Appleseed or Paul Bunyan and Babe, the Blue Ox. Students use a graphic organizer to compare the morals of various stories.*

CONTENT Reading/ELA

STRAND Literary Text

Grade 4				
Learning Standards as written			Essential and Prioritized Skill	
Literary Text	4LT-F5	Explain how the plot, setting, or characters influence the events in the story, using evidence from the text.	♦ Understand how story elements influence the events of the story, using specific examples form the text.	
Less Complex		**Possible Entry Points**		More Complex
	The student will:		**The student will:**	**The student will:**
Literary Text	♦ Identify the characters of the story (*who is in the story*) ♦ Identify the setting of the story (*where the story takes place*) (e.g., Draw a picture of the setting using details from the story.) ♦ Identify the main idea *(what happened in the story*) ♦ Define the terms plot, character, or setting ♦ Sequence major events of the story ♦ Identify critical details, facts, key events, and/or people involved in a story or read aloud ♦ Answer questions of who, what, where, when, or how		♦ Match the characters with the appropriate action in the story ♦ Match events of a story with a problem (cause and effect)	♦ Answer questions about the elements of the story and how they influence the events in the story ♦ Explain how the story would be different if you changed one of the elements of the story (such as if you were the main character) ♦ Compare how two characters would solve a problem differently (e.g., identify a character and one trait of that character (Pippi Longstocking—brave) and then identify a second character and a different trait in that character (Annika—timid). Then, given 3 possible solutions to a problem, match a character to a solution that fits that trait)

General Education Example: The teacher reads The Friendship *by Mildred Taylor and illustrates how to make judgments about the plot, setting, characters, and events and support them with evidence from the text. Students then select a book such as* The Gold Cadillac, The Well, *or* Let the Circle be Unbroken *by Taylor, and repeat the process. Groups of students share their book with another group.*

DC CAS-Alt

CONTENT Reading/ELA

STRAND Literary Text

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Literary Text	4LT-F6	Describe a character's traits, relationships, and feelings, using evidence from the text (e.g., thoughts, dialogue, actions).	♦ Describe character's traits, relationships, and feelings supported with text

Less Complex	Possible Entry Points		More Complex
	The student will:	**The student will:**	**The student will:**
Literary Text	♦ Locate feeling words/ in a story ♦ Locate pictures expressing feeling in a story ♦ Distinguish between people and places from a story	♦ Identify a character in a story (e.g. using objects) ♦ Identify a relationship from a story ♦ Identify dialogue from a story ♦ Identify feelings from a story	♦ Label the character's feelings at various times during the story. ♦ Match the character traits with the correct character of the story ♦ Describe the character traits of the main characters in the text. ♦ Create a socio-gram (character web) of the characters in the text and their relationships. ♦ Describe the feelings or emotions of the characters to specific events that take place in the text ♦ Match the character participating in an event and the feeling of that character associated with it as described in the story.

General Education Example: Teacher gives pairs of students excerpts from Frindle *by Andrew Clements. Students describe the major character using the dialogue and actions of the character.*

STRAND Literary Text

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Literary Text	4LT-P8	Recognize the similarities of sounds in words (e.g., onomatopoeia, alliteration, assonance) and rhythmic patterns in a poetry selection.	♦ Recognize similarities of sounds in words and rhythmic patterns in poetry

Less Complex	Possible Entry Points		More Complex
	The student will:	**The student will:**	**The student will:**
Literary Text	♦ Clap (gesture, eye blinking) the rhythmic pattern of a familiar poem or song ♦ Match words from a poem that have the same initial or final consonant ♦ Match animal sound words with the animal	♦ Determine rhymes in a poem ♦ Match words with the same sounds (e.g., same vowel sound or same consonant sound) ♦ Define alliteration	♦ Indicate (through yes or no questions) when a word's pronunciation sounds like its definition (onomatopoeia) ♦ Locate alliterative words in a poem ♦ Locate alliteration in a poem ♦ Find onomatopoeia in a poem (e.g. highlight "galoshes" as an example of onomatopoeia)

General Education Example: Pairs of students are given poems with various rhythmic patterns including onomatopoeia, alliteration, and assonance. Students read the poems and identify the rhythmic pattern, then present it before the class. Classmates identify the pattern. Selections could include "The Fourth" by Shel Silverstein, "Surf" by Lillian Morrison, and "Galoshes" by Rhoda Bacmeister.

CONTENT Reading/ELA

STRAND Literary Text

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Literary Text	4LT-P9	Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry (narrative poem, free verse, lyrical poem, humorous poem).	♦ Identify characteristics or structural elements of poetry

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Literary Text ♦ Identify key words/pictures as they relate to the topic of a poem (e.g. Langston Hughes' poem "A Dream Deferred") ♦ Identify a key word or topic of a poem	♦ Define free verse ♦ Define imagery, rhyme or verse ♦ Identify rhyming words in a poem	♦ Identify the characteristics of a poetry given examples ♦ Identify the structural elements of poetry given examples of each ♦ Identify imagery in a poem ♦ Classify text as a poem or narrative ♦ Identify a rhyme pattern in a poem

General Education Example: Students read a range of poems from Lewis Carroll, Robert Frost, Rachel Field, and Langston Hughes and identify the structural elements and type of poetry.

STRAND Informational Text

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	4IT-E1	Identify the purpose and main points of a text and summarize its supporting details.	♦ Identify purpose or main points and summarize supporting details

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Informational Text ♦ Identify informational text from non-informational text (stories, plays, poems, etc.) ♦ Identify characters in an informational text ♦ Identify a key detail (e.g., cats) in an informational text	♦ Identify main point (e.g., Match a cut out of the topic sentence to the topic sentence in the text) ♦ Identify the purpose (e.g. Choose the purpose from 3 different choices: to entertain, to inform, or to persuade.) ♦ Identify supporting details (e.g., Make an outline of the main idea and supporting details of an informational text.) ♦ Identify the purpose and supporting details of informational text ♦ Identify the main point and supporting details of informational text ♦ Identify critical details, facts, or key events involved in an informational text ♦ Identify main topic (e.g., cats make good pets; I hate cats) in an informational text	♦ Summarize the main idea and supporting details from an informational text passage (e.g., choose from a list of 3 different summary choices) ♦ Using picture symbols or objects the student will identify the purpose and summarize supporting details

General Education *Example: Students read* Christopher Columbus *by Stephen Krensky. In pairs they summarize important facts about Columbus' voyage, arrival, search for gold, failure to understand the treasures on the island, and return to Spain. Then students revise, edit, and illustrate their reports and display them in the classroom or library.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 4					
Learning Standards as written				Essential and Prioritized Skill	
Informational Text	4IT-E2	Distinguish fact from opinion.		♦ Distinguish fact from opinion	
Less Complex			Possible Entry Points		More Complex
	The student will:		**The student will:**	**The student will:**	
Informational Text	♦ Identify a fact or an opinion about a topic (e.g., cats have 4 legs; all cats are mean) from an informational text ♦ Identify words that suggest opinion, (e.g. I like, I think, I believe, perhaps, I don't like, I don't, think, etc.) ♦ Identify words that suggest fact (e.g. the research shows, the author states, the text states)		♦ State opinion/reaction about a story, character or event in a non-fiction text ♦ Answer questions about facts of a informational text	♦ Use fact and opinion (e.g., After reading an informational text create two statements one of which is based on facts in the text the other is fiction (made-up)) ♦ Classify statement/picture/object presented as true (fact) or made-up (opinion) (e.g., student listens to biography paired with objects and then classifies statements from the story as fact or opinion) ♦ Determine if events are fact (e.g., Given a list of events from informational text, **identify which ones are most likely to happen to them or to someone they know**.) ♦ Identify statements that are facts	

General Education Example: Students read a passage about President Lincoln. Students then underline the facts in red and the opinions in blue.

CONTENT Reading/ELA

STRAND Informational Text

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	4IT-E3	Identify cause-and-effect relationships (stated and implied).	♦ Identify cause and effect relationships(stated and implied)

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Informational Text ♦ Sequence events in informational text ♦ Identify the first event from a passage of informational text	♦ Categorize events from informational text as either cause or effect ♦ Given a specific event, list or match possible effects	♦ Given a nonfiction passage in which the cause, event or action is implied, give a plausible cause or effect of the event or action. ♦ Match simple cause and effect pictures/concepts in informational text ♦ Identify simple cause and effect action from informational text using pictures or words (e.g., Given a nonfiction passage identify the main action or behavior of the character and the effect on that character and/or other characters) ♦ Given a specific event with facts stated in the text, identify the specific effect of the event. (e.g., Given a short informational text, identify the cause of a character's action or reaction)

General Education Example: Students read David McCauley's The New Way Things Work*, which details new machines and the latest innovations. Students identify what causes the various technologies to work.*

STRAND Informational Text

Grade 4			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	4IT-DP6	Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.	♦ Interpret information in graphic representations

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Informational Text ♦ Locate common words, signs, symbols, or pictures that stand for words/have meaning in the environment (McDonalds, KFC, Popeyes, Chuck E. Cheese), (charts, maps and timelines) ♦ Identify graphic representations (charts, maps, timelines) ♦ Identify basic sight words in graphic representations within informational text (Dolch, Edmark, etc.)	♦ Locate facts from graphic representations such as charts, maps, diagrams, illustrations, tables, timelines found in informational text ♦ Identify information in informational text (e.g., map of Washington, DC locate a monument)	♦ Use charts, maps, diagrams, illustrations, tables, and/or timelines to answer questions ♦ Interpret key words in graphic representations within informational text (Find the correct Metro stop to go to the zoo) ♦ Answer questions about informational text using graphic representations

General Education Example: Students interpret a physical map of Washington D.C. including topography, waters, coastline, and climate.

DC CAS-Alt

Entry Points – Grade 4

Mathematics

Mathematics	Fourth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point**	**Entry Point More Complex**	**CCSS Strand**	**CCSS Matched Standard**
Number Sense and Operations	4NSO-N1 Exhibit an understanding of the base-10 number system by reading, modeling, and writing whole numbers to at least 100,000; demonstrating an understanding of the values of the digits; and comparing and ordering the numbers.	Understand and apply the base ten system (e.g., 10 ones = 1 ten, 10 tens = 100 ones, 10 one hundreds = 1,000, etc.)	Write whole numbers Identify base ten numbers Match numerals to a set of objects	Use counting strategy to represent ones, tens, and/or hundreds Identify the value of each digit in a given number	Identify and order whole numbers Sort numbers in place value chart Write digits on a place value chart	Number and Operations in Base Ten	2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. 4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.
Number Sense and Operations	4NSO-C19 Demonstrate understanding of and ability to use the conventional algorithms for multiplication of up to a three-digit whole number by a two-digit whole number. Multiply three-digit whole numbers by two digit whole numbers accurately and efficiently.	Solve multiplication problems	Identify numbers and symbols (x, =) in a multiplication problem Explain that multiplication is repeated addition	Skip count to get the product Match a multiplication problem to its equivalent repetative addition problem (3 x 2 = 3 + 3)	Solve a multiplication problem (e.g., using a calculator, manipulatives or a multiplication chart) Add equal groups of objects to represent and solve multiplication problems	Operations and Algebraic Thinking	3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Number Sense and Operations	4NSO-C20 Demonstrate understanding of and the ability to use the conventional algorithm for division of up to a three-digit whole number with a single-digit divisor (with or without remainders). Divide up to a three-digit whole number with a single-digit divisor accurately and efficiently. Interpret any remainders.	Use conventional procedures and formulas to solve division problems	Identify the divisor, dividend and quotient in a division problem Identify symbols which indicate division (e.g., /, etc.)	Sort objects into groups to find an answer (e.g., divide/sort objects to find out how many we each get) Sort objects into groups to represent a division problem	Use manipulatives to represent a division problem Solve a division problem Use a fact family triangle to explain a division problem	Operations and Algebraic Thinking	3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all p
Number Sense and Operations	4NSO-C25 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.	Apply operations to solve problems	Use objects to represent a simple addition, subtraction, multiplication, or division problem Use/select numbers to make addition, subtraction, multiplication, or division problems	Recognize the correct symbol for addition, subtraction, division, or multiplication problems Recognize key words to identify the operation of addition, subtraction, or multiplication in a word problem	Recognize and use the correct operation for addition, subtraction, multiplication, or division problems Solve problems involving addition, subtraction, multiplication or division	Operations and Algebraic Thinking	3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Number Sense and Operations	4NSO-F12 Select, use, and explain models to relate common fractions and mixed numbers (e.g., 1/2, 1/3, 1/4, 1/5, 1/8, 1/10, 1/12, and 1 1/2); find equivalent fractions, mixed numbers, and decimals.	Demonstrate understanding of equivalent forms of decimals and fractions	*Distinguish between parts and a whole *Split groups of objects into two, three, or four equal parts	*Identify parts of a whole (1/2, 1/4, 1/3, 1/8, 1/10, 1/12, 1 1/2) written as a fraction *Identify parts of each set of fractions in written format *Identify mixed numbers or equivalent decimals	*Use a model to represent an equivalent fraction and decimal. (e.g., cutting a cake into equal portions and representing it with equivalent fractions and decimals) *Use task analysis to convert fraction to a decimal *Match a mixed number to a visual representation of that number (e.g., 1 1/2 to 1 1/2 apples) *Split groups of objects into equal parts and identify the fraction or decimal that matches	Number and Operations--Fraction	4.NF.6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. 4.NF.3.b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.
Patterns, Relations, & Algebra	4PRA-3 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.	Demonstrate understanding of mathematical relationships illustrated through various methods	*Recognize different types of graphs *Select numbers or use objects to make a number sentence or to show a relationship	*Descirbe information in a table *Distinguish between a mathematical pattern and a non-pattern *Define mathematical pattern	*Use a graphic representation to complete a number pattern (e.g., Function Table--complete an input/output chart) *Extent a mathematical pattern *Illustrate a number sentence as a picture	Operations and Algebraic Thinking	4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Patterns, Relations, & Algebra	4PRA-4 Solve problems involving proportional relationships, including unit pricing (e.g., 4 apples cost 80 cents, so 1 apple costs 20 cents) and map interpretation (e.g., 1 inch represents 5 miles, so 2 inches represent 10 miles).	Solve problems involving proportional relationships	*Define proportions using fraction manipulatives *Identify numbers used in a proportion word problem	*Identify proportions in a word problem *Match a proportion to a graphical representation	*Solve a problem involving proportion (unit price, map interpretation) *Use a formula to translate a number into another (x = 5, 2x = 10, etc.)	Ratios and Proportional Thinking	6.RP.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”

Measurement	4M1 Identify and use appropriate metric and U.S. Customary units and tools (e.g., ruler, protractor, graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.	Identify and use appropriate units and tools to solve problems involving: length, area, volume, weight, time, angle size and/or temperature.	*Identify different angles *Identify numbers on a ruler in measuring activities *Identify which object is longer or shorter *Identify which set has more or less *Identify which object is heavy or light	*Label measurment tools (rulers, measuring cups, etc.) *Match measurements and their names (one inch to a graphic representation of an inch) *Choose the right tool to measure temperature, length (e.g., less than a foot and more than a yard), volume, or angle size *Identify time to the minute on an analog and digital clock using a.m. and p.m.	*Identify and use the tool and units to be used to measure items (water, cookies, etc.) *Choose the right tool and measure the length, width or height of items using inches *Choose the right tool to measure temperature, a variety of lengths (e.g., less than a yard), weight, and volume	Measurement and Data	3.MD.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. 3.MD.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. 3.MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 4

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	4NSO-N1	Exhibit an understanding of the base-10 number system by reading, modeling, and writing whole numbers to at least 100,000; demonstrating an understanding of the values of the digits; and comparing and ordering the numbers.	♦ Understand and apply the base ten system (e.g., 10 ones = 1 ten, 10 tens = 100 ones, 10 one hundreds = 1,000, etc.)

Possible Entry Points

	Less Complex		More Complex
	The student will:	**The student will:**	**The student will:**
Number	♦ Write whole numbers ♦ Identify base ten numbers ♦ Match numerals to a set of objects	♦ Use counting strategy to represent ones, tens, and/or hundreds. ♦ Identify the value of each digit in a given number.	♦ Identify and order whole numbers ♦ Sort numbers in place value chart ♦ Write digits on a place value chart

General Education Example

Example: Write the number that has 9 ten thousands, 4 thousands, 8 hundreds, 6 tens, and 2 ones.

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 4

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	4NSO-C19	Demonstrate understanding of and ability to use the conventional algorithms for multiplication of up to a three-digit whole number by a two-digit whole number. Multiply three-digit whole numbers by two digit whole numbers accurately and efficiently.	♦ Solve multiplication problems

	Less Complex	**Possible Entry Points**	More Complex
	The student will:	**The student will:**	**The student will:**
Computation and Operations	♦ Identify numbers and symbols(x,=) in a multiplication problem ♦ Explain that multiplication is repeated addition.	♦ Skip count to get the product ♦ Match a multiplication problem to its equivalent repetitive addition problem (3x2 = 3 + 3)	♦ Solve a multiplication problem (e.g., using a calculator, manipulatives or a multiplication chart) ♦ Add equal groups of objects to represent and solve multiplication problems.

CONTENT Mathematics

STRAND Number Sense & Operation

Grade 4

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	4NSO-C20	Demonstrate understanding of and the ability to use the conventional algorithm for division of up to a three-digit whole number with a single-digit divisor (with or without remainders). Divide up to a three-digit whole number with a single-digit divisor accurately and efficiently. Interpret any remainders.	♦ Use conventional procedures and formulas to solve division problems

Less Complex	**Possible Entry Points**	More Complex
	The student will:	**The student will:**	**The student will:**
Computation and Operations	♦ Identify the divisor, dividend and quotient in a division problem. ♦ Identify symbols which indicate division (e.g., /, ÷, etc.)	♦ Sort objects into groups to find an answer(e.g. divide/sort objects to find out how many we each get) ♦ Sort objects into groups to represent a division problem.	♦ Use manipulatives to represent a division problem ♦ Solve a division problem ♦ Use a fact family triangle to explain a division problem.

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 4

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	4NSO-C25	Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.	♦ Apply operations to solve problems

	Less Complex	Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Computation and Operations	♦ Use objects to represent a simple addition, subtraction, multiplication, or division problem ♦ Use/select numbers to make addition, subtraction, multiplication, or division problems	♦ Recognize the correct symbol for addition, subtraction, division, or multiplication problems. ♦ Recognize key words to identify the operation of addition, subtraction, or multiplication in a word problem.	♦ Recognize and use the correct operation for addition, subtraction, multiplication, or division problems. ♦ Solve problems involving addition, subtraction, multiplication or division

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 4

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	4NSO-F12	Select, use, and explain models to relate common fractions and mixed numbers (e.g., 1/2, 1/3, 1/4, 1/5, 1/8, 1/10, 1/12, and 1 1/2); find equivalent fractions, mixed numbers, and decimals.	♦ Demonstrate understanding of equivalent forms of decimals and fractions

Fractions

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Distinguish between parts and a whole. ♦ Split groups of objects into two, three, or four equal parts.	♦ Identify parts of a whole (1/ 2, 1/ 4, 1/ 3, 1/8, 1/10, 1/12, 1 1/2) written as a fraction ♦ Identify parts of each set of fractions in written format ♦ Identify mixed numbers or equivalent decimals	♦ Use a model to represent an equivalent fraction and decimal. (e.g., cutting a cake into equal portions and representing it with equivalent fractions and decimals) ♦ Use task analysis to convert fraction to a decimal. ♦ Match a mixed number to a visual representation of that number (e.g., 1 ½ to 1 ½ apples) ♦ Split groups of objects into equal parts and identify the fraction or decimal that matches

General Education Example

CONTENT: Mathematics

STRAND: Patterns, Relations, & Algebra

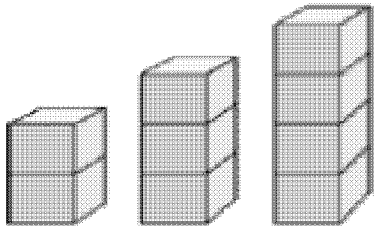
Grade 4

Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, & Algebra	4PRA-3	Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.	♦ Demonstrate understanding of mathematical relationships illustrated through various methods

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
♦ Recognize different types of graph. ♦ Select numbers or use objects to make a number sentence or to show a relationship.	♦ Describe information in a table ♦ Distinguish between a mathematical pattern and a non-pattern ♦ Define mathematical pattern	♦ Use a graphic representation to complete a number pattern (e.g., Function Table -Complete an input/output chart) ♦ Extend a mathematical pattern ♦ Illustrate a number sentence as a picture

General Education Example

Example: How many squares make up the surface of each tower of cubes (including the top and bottom)? As the tower gets taller, how does the number change?



Number of cubes (N)	Number of squares on the surface
1	6
2	10
3	14
4	18

CONTENT: Mathematics

STRAND: Patterns, Relations, & Algebra

Grade 4

Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, & Algebra	4PRA-4	Solve problems involving proportional relationships, including unit pricing (e.g., 4 apples cost 80 cents, so 1 apple costs 20 cents) and map interpretation (e.g., 1 inch represents 5 miles, so 2 inches represent 10 miles).	♦ Solve problems involving proportional relationships

Possible Entry Points

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Define proportions using fraction manipulatives. ♦ Identify numbers used in a proportion word problem.	♦ Identify proportions in word problems. ♦ Match a proportion to a graphical representation	♦ Solve a problem involving proportion (unit price, map interpretation) ♦ Use a formula to translate a number into another (x = 5, 2x= 10, etc.)

General Education Example

Example: Four apples cost 80 cents, so 1 apple costs ? cents; 1 inch represents 5 miles, so 2 inches represent ? miles.

CONTENT: Mathematics

STRAND: Measurement

Grade 4

		Learning Standards as written	Essential and Prioritized Skills
Measurement	4M1	Identify and use appropriate metric and U.S. Customary units and tools (e.g., ruler, protractor, graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.	Identify and use appropriate units and tools to solve problems involving: length, area, volume, weight, time, angle size and/or temperature.

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify different angles. ♦ Identify numbers on a ruler in measuring activities ♦ Identify which object is longer or shorter ♦ Identify which set has more or less ♦ Identify which object is heavy or light	♦ Label measurement tools (rulers, measuring cups, etc.) ♦ Match measurements and their names (one inch to a graphic representation of an inch) ♦ Choose the right tool to measure temperature, length (e.g., less than a foot and more than a yard), volume, or angle size ♦ Identify time to the minute on analog and digital clock using a.m. and p.m.	♦ Identify and use the tool and units to be used to measure items (water, cookies, etc.) ♦ Choose the right tool and measure the length, width or height of items using inches ♦ Choose the right tool to measure temperature, a variety of lengths (e.g., less than a yard), weight, and volume.

Entry Points – Grade 5

ELA

Common Core Crosswalk with DC CAS-Alt Entry Poinrts August 2012

ELA	Fifth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point More Complex**	**CC Strand**	**CC Matched Standard**
Language Development	5.LD-V.8. Identify the meaning of common Greek and Latin roots and affixes to determine the meaning of unfamiliar words.	Use Greek and Latin roots and affixes to define unknown words.	♦ Identify a Greek prefix. ♦ Identify a Latin suffix. ♦ Identify a Greek root word (using pictures, words or objects).	♦ Distinguish between suffixes and prefixes. ♦ Match definition to the corresponding Latin or Greek root word. ♦ Make new words by adding Greek or Latin suffixes or prefixes to familiar words.	♦ Identify the meaning of unfamiliar words using knowledge of Greek and Latin roots, suffixes, and prefixes. ♦ Use root words and add suffixes and/or prefixes to form new words. ♦ Define a new word using knowledge of a familiar Greek/Latin root/affix .	**Language**	5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
Language Development	5.LD-V.9. Identify and apply the meanings of the terms antonyms, synonyms, and homophones.	Identify and apply the meaning of the terms antonyms, synonyms and homophones.	♦ Match a word with the correct definition.	♦ Identify that homophones are words that sound the same but are not spelled the same and have different meanings. ♦ Identify that synonyms have the same meaning. ♦ Identify that antonyms have opposite meanings .	♦ Match a set of synonyms. ♦ Match antonyms. ♦ Match homophones. ♦ Match pairs of synonyms with their meanings (using objects, words or pictures).	**Language**	5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Literary Text	5.LT-T.3. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	Identify theme of a literary selection.	♦ Answer who or what questions about a literacy selection with a moral theme. ♦ Define a moral.	♦ Identify whether a literary selection teaches a lesson. ♦ Find the topic of a literary selection.	♦ Find and label the theme of a literary text (e.g., match a picture of good vs. evil to an adapted passage from Harry Potter). ♦ Match the theme to a selection of text. ♦ Determine the author's view of life (e.g., pr-war vs. anti-war). ♦ Use a switch to answer yes/no questions about the theme of a story.	**Reading: Literature**	5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ELA	Fifth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point More Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	5.LT-F.5. Identify the plot and its components (e.g., main events, conflicts, resolutions).	Identify plot and its components.	♦ Identify the characters in a fictional story (who is in the story). ♦ Identify the setting in a fictional story (where the story takes place) e.g., Draw a picture of the setting using details from the story. ♦ Define conflict. ♦ Define resolution.	♦ Sequence events from a fictional story. ♦ Identify the main idea of a fictional story (what happened in the story).	♦ Identify main event, conflict, or resolution in a fictional story . ♦ Answer questions about the plot of a fictional story. ♦ Identify the main event and conflict of a fictional story. ♦ Match the conflict and resolution with a story (e.g., choose from a list of three different resolutions).	**Reading: Literature**	4.R.L.3 : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Literary Text	5.LT-P.7. Respond to and analyze the effects of the sounds in words (alliteration, onomatopoeia, rhyme scheme), form (free verse, couplets), and figurative language (metaphor, simile) to uncover the meaning of a poem.	Analyze sound effects in words, form and figurative language to interpret a poem.	♦ Identify alliteration, onomatopoeia, or rhyme scheme in a poem. ♦ Find the word "like" or "as" in a poem.	♦ Draw a picture illustrating the meaning of a metaphor or simile. ♦ Distinguish between a simile and metaphor. ♦ Match a poem form to its definition.	♦ Categorize poems into type of forms. ♦ Classify words as alliteration or onomatopoeia .	**Language**	5.L.5.a Interpret figurative language, including similes and metaphors, in context.

ELA	Fifth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point More Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	5.LT-S.9. Identify and draw conclusions about the author's use of sensory details, imagery, and figurative language.	Identify and critique author's use of sensory details, imagery, and figurative language.	♦ Match a picture of an image to the portion of text. ♦ Match sensory details to the sense the author is trying to invoke (e.g., she smelled as sweet as a daisy-to the nose).	♦ Find sensory details in a text. ♦ Locate imagery in a short text. ♦ Label figurative language.	♦ Identify imagery and state whether they like the author's use of it. ♦ Compare two authors' uses of figurative language (e.g., the student places figurative language from each author in a Venn diagram-on one side, the 1st author, the 2nd author on the other and similarities in the middle.	**Reading: Literature**	5.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Informational Text	5.IT-E.1. Identify the author's purpose and summarize the critical details of expository text, maintaining chronological or logical order.	Identify author's purpose, summarize critical details in sequence.	♦ List details found in an expository text . ♦ Answer questions of who, what, where, when, and how in relation to expository text. ♦ Identify words that assist in determining the author's purpose "believe, think, entertain, persuade, inform, etc). ♦ Use a timeline to sequence events from informational text.	♦ Identify the author's purpose of expository text (newspapers, magazines, maps, schedules, pamphlets, etc). ♦ List important details in order from expository text. ♦ Identify the supporting details of an expository text (choose the correct summary of supporting details from 3 choices). ♦ Identify the purpose of an expository text (e.g., Choose the purpose from 3 different choices-e.g., to inform, to entertain, to persuade OR Match a cut out of the topic sentence to the topic sentence in the text).	♦ Summarize an expository text by stating the author's purpose and identify the important details in order from journals, newspapers, booklets, etc. ♦ Make an outline of the author's purpose and supporting details of an expository text.	**Reading: Informational Text**	5.R.I.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Informational Text	5.IT-E.2. Distinguish fact from opinion in expository text, providing supporting evidence from text.	Distinguish fact from opinion and support with text.	♦ Define fact and opinion. ♦ Identify the word "fact" and the word "opinion". ♦ Identify types of information that may signify facts or opinions (e.g., data from an experiment, an opinion poll).	♦ Label fact and opinion when given a statement. ♦ State opinion/reaction about a story, character or event in a non-fiction text. ♦ Answer questions about facts from an expository text.	♦ Label fact and opinion when given a statement from an expository text. ♦ Classify statement/picture presented as true (fact) or made-up (opinion). ♦ Given a list of statements from an expository text, identify which are facts and which are opinions.	**Reading: Informational Text**	3.R.I.6 Distinguish their own point of view from that of the author of a text.

ELA	Fifth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point More Complex**	**CC Strand**	**CC Matched Standard**
Informational Text	5.IT-A.7. Determine an author's position (i.e., what the author is arguing), providing supporting evidence from the text.	Determine author's position and support with text.	I♦ dentify the topic of an article from the editorial section of a newspaper.	♦ Match the author to her/his argument (e.g., choose from 3 possible choices summarizing the author's argument). ♦ Choose the author's argument from a set of 3 possible arguments.	♦ Choose the author's argument from a set of 3 possible arguments and find words in the text to support their choice. ♦ Identify the author's position and 1 sentence to support the position.	**Reading: Informational Text**	5.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CONTENT Reading/ELA

STRAND Language Development

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Language Development	5LD-V8	Identify the meaning of common Greek and Latin roots and affixes to determine the meaning of unfamiliar words.	♦ Use Greek and Latin roots and affixes to define unknown words.

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Language Development ♦ Identify a Greek prefix ♦ Identify a Latin suffix ♦ Identify a Greek root word (using pictures, words or objects)	♦ Distinguish between suffixes and prefixes. ♦ Match definition to the corresponding Latin or Greek root word ♦ Match the meanings of suffixes and prefixes with the correct suffix or prefix ♦ Make new words by adding Greek or Latin suffixes or prefixes to familiar words	♦ Identify the meaning of unfamiliar words using knowledge of Greek and Latin roots, suffixes, and prefixes ♦ Use root word and add suffixes and/or prefixes to form new words ♦ Define a new word using knowledge of a familiar Greek/Latin root/affix

General Education Example: Students discuss the meaning of common Greek roots, such as micro- *and* geo-*, to help them understand the meaning of the words such as microscope, microwave, microbe, geometry, geography, and geology.*

STRAND Language Development

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Language Development	5LD-V9	Identify and apply the meanings of the terms antonym, synonym, and homophone.	♦ Identify and apply the meaning of the terms antonym, synonym and homophone.

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Language Development ♦ Match a word with the correct definition	♦ Identify that homophones are words that sound the same but are not spelled the same and have different meanings ♦ Identify that synonyms have the same meaning ♦ Identify that antonyms have opposite meanings	♦ Match a set of synonyms ♦ Match antonyms ♦ Match homophones ♦ Match pairs of synonyms with their meanings (using objects, words or pictures)

General Education Example: Given a list of paired words, students identify whether each pair of words are antonyms, synonyms, or homophones. Then students take a word and identify its antonym, synonym and homophone

CONTENT Reading/ELA

STRAND Literary Text

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Literary Text	5LT-T3	Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	♦ Identify theme of a literary selection

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Literary Text ♦ Answer who or what questions about a literacy selection with a moral theme ♦ Define a moral	♦ Identify whether a literary selection teaches a lesson ♦ Find the topic of a literary selection	♦ Find and label the theme of a literary text (e.g., match a picture of good vs. evil to an adapted passage from Harry Potter) ♦ Match the theme to a selection of text ♦ Determine the author's view on life (e.g., pro-war vs. anti-war) ♦ Use a switch to answer yes/no questions about the theme of a story

General Education Example: Students compare books that deal with the theme of the impact of war, both on those who fight in the battles and those who remain at home. Works on this theme include books on the Civil War period, such as Bull Run *by Paul Fleischman; books on World War I, such as* After the Dancing Days *by Margaret Rostkowski; or books about the Vietnam War, such as* Park's Quest *by Katherine Patterson.*

STRAND Literary Text

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Literary Text	5LT-F5	Identify the plot and its components (e.g., main events, conflict, resolution).	♦ Identify plot and its components

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Literary Text ♦ Identify the characters in a fictional story (*who is in the story*) ♦ Identify the setting in a fictional story (*where the story takes place*) e.g., Draw a picture of the setting using details from the story. ♦ Define conflict ♦ Define resolution	♦ Sequence events from a fictional story ♦ Identify the main idea of a fictional story *(what happened in the story*)	♦ Identify conflict or resolution in a fictional story ♦ Answer questions about the plot of a fictional story ♦ Identify the main event and conflict of a fictional story ♦ Match the conflict and resolution with a story (e.g., choose from a list of three different resolutions)

General Education Example: After reading Sarah, Plain and Tall, *by Patricia MacLachlan, students discuss the causes and effects of the main event of the plot when the father in the story acquires a mail-order bride. Students describe the effects of this event, including adjustments that the children make to their new stepmother and that Sarah makes to living on the prairie. They plot the story onto a story map, and write a sentence identifying the major theme.*

CONTENT Reading/ELA

STRAND Literary Text

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Literary Text	5LT-P7	Respond to and analyze the effects of the sounds in words (alliteration, onomatopoeia, rhyme scheme), form (free verse, couplets), and figurative language (metaphor, simile) to uncover the meaning of a poem.	♦ Analyze sound effects in words, form and figurative language to interpret a poem

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Literary Text ♦ Identify alliteration, onomatopoeia, or rhyme scheme in a poem ♦ Find the word "like" or "as" in a poem	♦ Draw a picture illustrating the meaning of a metaphor or simile ♦ Distinguish between a simile and metaphor ♦ Match a poem form to its definition	♦ Categorize poems into the type of forms ♦ Classify words as alliteration or onomatopoeia

General Education Example: Students read poetry from a cross-section of authors such as Nikki Giovanni, Gary Soto, Leslie Marmon Silko. Then, students discuss the reason for the variations in language.

STRAND Literary Text

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Literary Text	5LT-S9	Identify and draw conclusions about the author's use of sensory details, imagery, and figurative language.	♦ Identify and critique author's use of sensory details, imagery, and figurative language

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Literary Text ♦ Match a picture of an image to the portion of text ♦ Match sensory details to the sense the author is trying to invoke (e.g., she smelled as sweet as a daisy—to the nose)	♦ Find sensory details in a text ♦ Locate imagery in a short text ♦ Label figurative language	♦ Identify imagery and state whether they like the author's use of it. ♦ Compare two authors' uses of figurative language (e.g., the student places figurative language from each author in a Venn diagram-on one side, the 1st author, the 2nd author on the other and similarities in the middle.)

General Education Example: Students read and listen to an audiotape of Dr. Martin Luther King's "I Have A Dream" speech and identify the features that appeal to them and the rhetorical/figurative devices that make the speech effective.

CONTENT Reading/ELA

STRAND Informational Text

Grade 5			
Learning Standards as written			Essential and Prioritized Skills
Informational Text	5IT-E1	Identify the author's purpose and summarize the critical details of expository text, maintaining chronological or logical order.	♦ Identify author's purpose, summarize critical details in sequence

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Informational Text ♦ List details found in an expository text ♦ Answer questions of who, what, where, when, and how in relation to expository text ♦ Identify words that assist in determining the author's purpose "believe, think, entertain, persuade, inform, etc.) ♦ Use a timeline to sequence events from informational text	♦ Identify the author's purpose of expository text (newspapers, magazines, maps, schedules, pamphlets, etc.) ♦ List important details in order from expository text ♦ Identify the supporting details of an expository text (choose the correct summary of supporting details from 3 choices) ♦ Identify the purpose of an expository text (e.g., Choose the purpose from 3 different choices—e.g., to inform, to entertain, to persuade OR Match a cut out of the topic sentence to the topic sentence in the text.)	♦ Summarize an expository text by stating the author's purpose and identifying the important details in order from journals, newspapers, booklets, etc. ♦ Make an outline of the author's purpose and supporting details of an expository text

General Education Example: Students read African Beginnings *by James Haskins. In pairs, they summarize important facts about how early civilizations have had a lasting impact on the world's history, and on American culture. Then students revise, edit, rewrite, and illustrate their reports and display them in the classroom or library.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 5				
Learning Standards as written			Essential and Prioritized Skills	
Informational Text	5IT-E2	Distinguish fact from opinion in expository text, providing supporting evidence from text.	♦ Distinguish fact from opinion and support with text	
Less Complex		**Possible Entry Points**		More Complex
	The student will:		**The student will:**	**The student will:**
Informational Text	♦ Define fact and opinion ♦ Identify the word "fact" and the word "opinion" ♦ Identify types of information that may signify facts or opinions (e.g., data from an experiment, an opinion poll)		♦ Label fact and opinion when given a statement. ♦ State opinion/reaction about a story, character or event in a non-fiction text ♦ Answer questions about facts from an expository text	♦ Label fact and opinion when given a statement from an expository text ♦ Classify statement/picture presented as true (fact) or made-up (opinion) ♦ Given a list of statements from an expository text, identify which are facts and which are opinions

General Education Example: In reading an article about how snowshoe rabbits change colors, students distinguish facts (i.e., Snowshoe rabbits change color from brown to white in the winter) from opinions (i.e., Snowshoe rabbits are very pretty animals because they can change colors).

STRAND Informational Text

Grade 5				
Learning Standards as written			Essential and Prioritized Skills	
Informational Text	5IT-A7	Determine an author's position (i.e., what the author is arguing), providing supporting evidence from the text.	♦ Determine author's position and support with text	
Less Complex		**Possible Entry Points**		More Complex
	The student will:		**The student will:**	**The student will:**
Informational Text	♦ Identify the topic of an article from the editorial section of a newspaper ♦		♦ Match the author to her/his argument (e.g., choose from 3 possible choices summarizing the author's argument) ♦ Choose the author's argument from a set of 3 possible arguments	♦ Choose the author's argument from a set of 3 possible arguments and find words in the text to support their choice. ♦ Identify the author's position and 1 sentence to support the position

General Education Example: Students read their local newspaper and describe a columnist's opinion, providing supporting evidence from the column to back up their assertions.

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Mathematic

Mathematics	Fifth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point**	**Entry Point More Complex**	**CCSS Strand**	**CCSS Matched Standard**
Number Sense and Operations	5NSO-N1 Estimate, round, and manipulate very large (e.g., billions) and very small (e.g., thousandths) numbers; demonstrate an understanding of place value to billions and thousandths.	Apply knowledge of number concepts to very large or very small numbers (including decimals) to estimate, round and manipulate numbers	*Locate numbers on a number line *Match a numeral to its number word *Identify which set has more or less	*Write, read, and name decimals to tenths (.1, .2, .3) *Write, read, and name 100s and 1000s *Use place value graphic organizer to write numbers (e.g., 10 is zero ones and 1 ten) *Use manipulatives to represent numbers	*Compare numbers using symbols (>, <, =) including decimals, small and large numbers *Create a number line using integers (+, -) *Estimate and round money to the nearest dollar *Determine if a number is closer to zero or 10	Number and Operations in Base Ten	4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place. 5.NBT.3b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Number Sense and Operations	5NSO-N3 Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line.	Use a number line to demonstrate understanding of integers, decimals, mixed numbers, or fractions.	*Recognize numbers get larger or smaller on the number line *Find numbers on a number line *From a set of three possible choices, identify a number line	*Compare numbers (e.g., using manipulatives) on a number line *Determine what numbers come before or after a given set of numbers	*Place positive numbers, fractions, and decimals on the number line in the correct position *Place mixed numbers on a number line *Construct a number line, placing fractions in the correct position	Measurement and Data Number and Operations--Fractions Number and Operations Base Ten	2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. 3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. 5.NBT.3. Read, write, and compare decimals to thousandths.

Number Sense and Operations	5NSO-E23 Estimate sums and differences of whole numbers, positive fractions, and positive decimals. Estimate products of whole numbers and products of positive decimals with whole numbers. Use a variety of strategies and judge reasonableness of answers.	Use estimation to solve problems involving addition, subtraction, or multiplication.	*Name numbers in an equation *Determine if a number is closer to 5 or 10 *Identify when to add or subtract *From a set of three numbers, identify the fraction	*Round a number up to the closest 10 *Solve addition problems	*Round numbers in an equation to the closet group of 10 (10, 20, 30) and then solve *Use estimation to solve problems (addition, subtraction or multiplication) *Use estimation to add, subtract, or multiply	Operations and Algebraic Thinking Number and Operations in Base Ten	4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.
Number Sense and Operations	5NSO-C13 Add and subtract fractions (including mixed numbers) with like and unlike denominators (of 2, 3, 4, 5 and 10), and express answers in the simplest form.	Solve addition and subtraction problems involving fractions and express them in simplest form	*Create a number line to order fractions *Identify fractions *Identify like or unlike denominators (e.g., match like denominators)	*Simplify fractions *Identify fractions and equivalent mixed numbers *Identify a mixed number *Identify an improper fraction (e.g., identify when the numerator (top number) is larger than the denominator)	*Add and subtract fractions and simply if necessary *Add fractions and simplify (e.g., using manipulatives) *Subtract fractions and simply (e.g., using manipulatives)	Number and Operations--Fractions	4.NF.3.c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

Number Sense and Operations	5NSO-F8 Explain different interpretations of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, as division of whole numbers by whole numbers, and as locations on the number line.	Understand different interpretations of fractions	*Identify fractional parts *Identify numerator and denominator in a fraction	*Write a fraction *Represent a part of a whole with manipulatives	*Represent fractions as a ratio of a whole, parts of a collection, or as division of a whole number by a whole number *Represent fractions as a ratio of whole numbers using a model *Place fractions on a number line *Model fractions as a part of a whole *Model fractions as a part of a collection	Number and Operations--Fractions	3.NF.1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.
Patterns, Relations & Algebra	5PRA1 Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions (e.g., ABBCCC …; 1, 5, 9, 13, …; 3, 9, 27, …).	Analyze patterns to determine their rules	*Identify a pattern (e.g., in the classroom environment) *Label shapes as same or different *Identify a non-pattern	*Describe two different types of patterns (abab/abbabb) *Using manipulatives, make a pattern	*Extend a mathematical pattern *Match a pattern (e.g., abbabb) to an example *Describe the rules that govern a specific pattern	Operations and Algebraic Thinking	4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Patterns, Relations & Algebra	5PRA3 Use the properties of equality to solve problems with whole numbers.	Use properties of equality to solve problems	*List the symbols which can be used to illustrate equality and inequality (>, <, and =) *Use manipulatives to demonstrate one-to-one correspondence of numbers in an equation	*Define equality by using symbols (>, <, =) and manipulatives *Use equal and unequal symbols with manipulatives to show problems as equal or unequal	*Use properties of equality to solve an equation *Determine which equations are equal	Number and Operations in Base Ten	2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
Patterns, Relations & Algebra	5PRA5 Interpret and evaluate mathematical expressions that use parentheses; use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	Apply order of operations to solve a problem	*Describe an equation using manipulatives *Complete a simple addition problem *Solve a simple subtraction problem	*Explain the order of operations using manipulatives *Compare order of operations to parts of an equation	*Apply order of operations to solve a problem *Use task analysis to solve a problem using order of operations	Operational and Algebraic Thinking	3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Patterns, Relations & Algebra	5PRA6 Solve problems involving proportional relationships using concrete models, tables, graphs, and paper-pencil methods.	Use various methods to solve proportional problems	*List numbers in a proportional problem *Recognize proportional tables, models or graphs	*Distinguish proportional problems using a table, model or graph *Match proportional problems to their graphic representations (e.g., 3 men to 4 women -3:4, 3/4, or 3 to 4)	*Solve proportional problem using a table *Solve a proportional problem using a model (e.g., find the unknown length in a similar pair of figures)	Ratios and Proportional Relationships	6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical sproblems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. 6.RP.3.a. Make tables of equivalent ratios relating quantities with wholenumber measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
Geometry	5G1 Identify polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides (e.g., squares, rectangles, rhombuses, parallelograms, and trapezoids; isosceles, equilateral, and right triangles).	Identify polygons based on their properties	*Define parallel *Define perpendicular	*Name a square *Name a right triangle *Identify parallel lines *Identify perpendicular sides *Match two congruent sides of a rectangle (e.g., long side to long side)	*Sort shapes by the number of sides *Sort shapes by the number of parallel sides *Classify shapes by types of interior angles	Geometry	5.G.4. Classify two-dimensional figures in a hierarchy based on properties.

Geometry	5G2 Identify, describe, and compare special types of three-dimensional shapes (e.g., cubes, prisms, spheres, cones, and pyramids) based on their properties, such as edges and faces.	Compare three-dimensional shapes based on their properties	*Identify 2 and 3 dimensional shapes *Distinguish between 2 and 3 dimensional shapes	*Match 2 and 3 dimensional shapes (e.g., square to a cube) *Identify face *Identify edge *Count edges *Count faces	*Sort 3 dimensional objects by the number of edges *Match 3 dimensional shapes by number of faces *Complete a Venn Diagram comparing 3 dimensional shapes	Geometry	2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 6.G.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
Geometry	5G3 Identify relationships among points, lines, and planes (e.g., intersecting, parallel, perpendicular).	Identify relationships among points, lines, and planes	*Distinguish a line from a point *Recognize a plane *Identify a point *Identify a line	*Compare parallel and intersecting lines *Define perpendicular planes	*Locate points to create a line *Draw lines to create a plane *Show parallel lines *Construct intersecting lines *Use perpendicular lines to explain points, lines, and planes	Geometry	4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Geometry	5G6 Predict, describe, and perform transformations on two-dimensional shapes (e.g., translations, rotations, and reflections).	Perform transformation on two-dimensional shapes	*Identify two dimensional shapes *Name a transformation for a two dimensional shape	*Tell the difference between the transformations by using the definition of each to match the two dimensional shape *Choose a reflection, translation or a rotation to describe a transformation on a 2 dimensional shape	*Rotate a square *Translate a triangle *Perform a reflection on a quadrilateral *Match a two-dimensional shape to its reflection	Geometry	none

CONTENT Mathematics
STRAND Number Sense & Operations

Grade 5

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	5NSO-N1	Estimate, round, and manipulate very large (e.g., billions) and very small (e.g., thousandths) numbers; demonstrate an understanding of place value to billions and thousandths.	♦ Apply knowledge of number concepts to very large or very small numbers (including decimals) to estimate, round and manipulate numbers

	Less Complex	Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Number Sense	♦ Locate numbers on a number line ♦ Match a numeral to its number word ♦ Identify which set has more or less	♦ Write, read, and name decimals to tenths (.1, .2, .3) ♦ Write, read, and name 100s and 1000s ♦ Use place value graphic organizer to write numbers (e.g., 10 is zero ones and 1 ten) ♦ Use manipulatives to represent numbers	♦ Compare numbers using symbols (>, <, =) including decimals, small and large numbers ♦ Create a number line using integers(+, -,) ♦ Estimate and round money to the nearest dollar ♦ Determine if a number is closer to zero or 10

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CONTENT Mathematics
STRAND Number Sense & Operations

Grade 5

Learning Standards as written		Essential and Prioritized Skill
Number Sense and Operations	5NSO-N3 Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line.	Use a number line to demonstrate understanding of integers, decimals, mixed numbers, or fractions.

Possible Entry Points

	Less Complex		More Complex
	The student will:	**The student will:**	**The student will:**
Number Sense	♦ Recognize numbers get larger or smaller on the number line ♦ Find numbers on a number line ♦ From a set of three possible choices, identify a number line	♦ Compare numbers (e.g., using manipulatives) on a number line ♦ Determine what numbers come before or after a given set of numbers	♦ Place positive numbers, fractions and decimals on the number line in the correct position ♦ Place mixed numbers on a number line ♦ Construct a number line, placing fractions in the correct position

General Education Example

Example: Arrange in order 9/4, 35%, 0.3, -3, 2 1/2 on a number line.

CONTENT Mathematics
STRAND Number Sense & Operations

Grade 5

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	5NSO-E23	Estimate sums and differences of whole numbers, positive fractions, and positive decimals. Estimate products of whole numbers and products of positive decimals with whole numbers. Use a variety of strategies and judge reasonableness of answers.	♦ Use estimation to solve problems involving addition, subtraction, or multiplication.

Possible Entry Points

	Less Complex		More Complex
	The student will:	**The student will:**	**The student will:**
Estimation	♦ Name numbers in an equation. ♦ Determine if a number is closer to 5 or 10 ♦ Identify when to add or subtract ♦ From a set of three numbers, identify the fraction	♦ Round a number up to the closest 10 ♦ Solve addition problems	♦ Round numbers in an equation to the closest group of 10 (10, 20, 30) and then solve ♦ Use estimation to solve problems (addition, subtraction or multiplication) ♦ Use estimation to add, subtract, or multiply

General Education Example

Example: A box of 6 ice cream bars weighs 10.65 oz. Approximately what is the net weight of 49 boxes?

CONTENT Mathematics
STRAND Number Sense & Operations

Grade 5

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	5NSO-C13	Add and subtract fractions (including mixed numbers) with like and unlike denominators (of 2, 3, 4, 5 and 10), and express answers in the simplest form.	♦ Solve addition and subtraction problems involving fractions and express them in simplest form

	Less Complex	Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Computation	♦ Create a number line to order fractions. ♦ Identify fractions ♦ Identify like or unlike denominators (e.g., match like denominators)	♦ Simplify fractions ♦ Identify fractions and equivalent mixed numbers ♦ Identify a mixed number ♦ Identify an improper fraction (e.g., Identify when the numerator (top number) is larger than the denominator)	♦ Add and subtract fractions and simplify if necessary ♦ Add fractions and simplify (e.g., using manipulatives) ♦ Subtract fractions and simplify (e.g., using manipulatives)

General Education Example

Example: $3\ 4/5 - 2\ 2/3 = ?$

Example: Draw a square and then slide it 3 inches horizontally across your page. Draw the new square in a different color.

CONTENT Mathematics
STRAND Number Sense & Operations

Grade 5

Learning Standards as written		Essential and Prioritized Skill
Number Sense and Operations	5NSO-F8 Explain different interpretations of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, as division of whole numbers by whole numbers, and as locations on the number line.	♦ Understand different interpretations of fractions

	Less Complex	Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Fractions	♦ Identify fractional parts ♦ Identify numerator and denominator in a fraction	♦ Write a fraction ♦ Represent a part of a whole with manipulatives	♦ Represent fractions as a ratio of a whole, parts of a collection, or as division of a whole number by a whole number ♦ Represent fractions as a ratio of whole numbers using a model ♦ Place fractions on a number line ♦ Model fractions as part of a whole. ♦ Model fractions as part of a collection

General Education Example

- *Example: First, 2/3 means "2 divided by 3" and is located between 0 and 1 on the number line. A car moving at a constant speed travels 130 miles in 2 hours. Write the ratio of distance to time and use it to find how far the car will travel in 5 hours.*

CONTENT: Mathematics
STRAND: Patterns, Relations, & Algebra

• Grade 5

Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, & Algebra	• 5PRA1	Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions (e.g., ABBCCC …; 1, 5, 9, 13, …; 3, 9, 27, …).	♦ Analyze patterns to determine their rules

Possible Entry Points

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify a pattern (e.g., in the classroom environment) ♦ Label shapes as same or different ♦ Identify a non-pattern	♦ Describe two different types of patterns (abab/abbabb) ♦ Using manipulatives, make a pattern.	♦ Extend a mathematical pattern ♦ Match a pattern (e.g.abbabb) to an example ♦ Describe the rules that govern a specific pattern

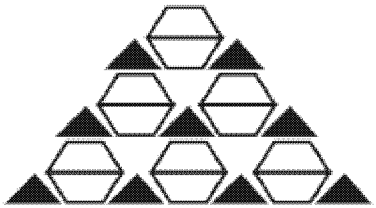
General Education Example

Example: Triangles and trapezoids were used to make a pattern.

Level 1:

Level 2:

Level 3:



1. If the pattern above continues, how many black triangles are needed to build level 10?

2. If the pattern above continues, how many white trapezoids are needed to build level 10? Explain how you know you are correct.

CONTENT: Mathematics
STRAND: Patterns, Relations, & Algebra

Grade 5

Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, & Algebra	5PRA3	Use the properties of equality to solve problems with whole numbers.	♦ Use properties of equality to solve problems

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ List the symbols which can be used to illustrate equality and inequality (>,<, =, and ≠) ♦ Use manipulatives to demonstrate one-to-one correspondence of numbers in an equation	♦ Define equality by using symbols (>,<, =, and ≠) and manipulatives ♦ Use equal and unequal symbols with manipulatives to show problems as equal or unequal	♦ Use properties of equality to solve an equation ♦ Determine which equations are equal

General Education Example

Example: If ☐ + 7 = 13, then ☐ = 13 - 7, therefore ☐ = 6; if 3 x ☐ = 15, then 1/3 x 3 x ☐ = 1/3 x 15, therefore ☐ = 5.

CONTENT: Mathematics
STRAND: Patterns, Relations, & Algebra

Grade 5

Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, & Algebra	5PRA5	Interpret and evaluate mathematical expressions that use parentheses; use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	♦ Apply order of operations to solve a problem

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Describe an equation using manipulatives ♦ Complete a simple addition problem ♦ Solve a simple subtraction problem	♦ Explain the order of operations using manipulatives ♦ Compare order of operations to parts of an equation	♦ Apply order of operations to solve a problem ♦ Use task analysis to solve a problem using order of operations

General Education Example

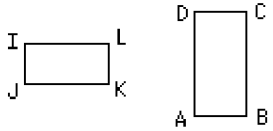
Example: Find the values of 10 – (7 – 3) and of (10 – 7) – 3. Write in symbols: add 19 and 34 and double the result.

CONTENT: Mathematics
STRAND: Patterns, Relations, & Algebra

Grade 5

Learning Standards as written		Essential and Prioritized Skill
Patterns, Relations, & Algebra	5PRA6 Solve problems involving proportional relationships using concrete models, tables, graphs, and paper-pencil methods.	♦ Use various methods to solve proportional problems

Possible Entry Points

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ List numbers in a proportional problem (e.g., ○□□ circles to squares) ♦ Recognize proportional tables, models or graphs	♦ Distinguish proportional problems using a table, model or graph ♦ Match proportional problems to their graphic representations (e.g., 3 men to 4 women – 3:4, ¾, or 3 to 4)	♦ Solve a proportional problem using a table ♦ Solve a proportional problem using a model (e.g., find the unknown length in a similar pair of figures)  length of sides: JK = 18 ft DA = 54 ft IJ = 12 ft BC = 54 ft LI = 18 ft CD = _____ KL = 12 ft AB = 36 ft ♦ Solve a proportional problem using a graph

General Education Example

Example: An official U.S. flag uses 19 to 10 as a ratio of length to width. Create a table to illustrate five flag sizes that could be used.

CONTENT: Mathematics
STRAND: Geometry

Grade 5

Learning Standards as written		Essential and Prioritized Skill
Geometry 5G1	Identify polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides (e.g., squares, rectangles, rhombuses, parallelograms, and trapezoids; isosceles, equilateral, and right triangles).	♦ Identify polygons based on their properties

Possible Entry Points

Less Complex		More Complex
• **The student will:**	• **The student will:**	• **The student will:**
♦ Define parallel	♦ Name a square	♦ Sort shapes by the number of sides
♦ Define perpendicular	♦ Name a right triangle	♦ Sort shapes by the number of parallel sides
	♦ Identify parallel lines	♦ Classify shapes by types of interior angles
	♦ Identify perpendicular sides	
	♦ Match two congruent sides of a rectangle (e.g., long side to long side)	

CONTENT: Mathematics
STRAND: Geometry

Grade 5

Learning Standards as written			Essential and Prioritized Skill
Geometry	5G2	Identify, describe, and compare special types of three-dimensional shapes (e.g., cubes, prisms, spheres, cones, and pyramids) based on their properties, such as edges and faces.	♦ Compare three-dimensional shapes based on their properties

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify 2 and 3 dimensional shapes ♦ Distinguish between 2 and 3 dimensional shapes	♦ Match 2 and 3 dimensional shapes (e.g., square to a cube) ♦ Identify face ♦ Identify edge ♦ Count edges ♦ Count faces	♦ Sort 3 dimensional objects by the number of edges ♦ Match 3 dimensional shapes by number of faces ♦ Complete a Venn Diagram comparing 3 dimensional shapes

CONTENT: Mathematics
STRAND: Geometry

Grade 5

Learning Standards as written			Essential and Prioritized Skill
Geometry	5G3	Identify relationships among points, lines, and planes (e.g., intersecting, parallel, perpendicular).	♦ Identify relationships among points, lines, and planes

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Distinguish a line from a point ♦ Recognize a plane ♦ Identify a point ♦ Identify a line	♦ Compare parallel and intersecting lines ♦ Define perpendicular planes .	♦ Locate points to create a line ♦ Draw lines to create a plane ♦ Show parallel lines ♦ Construct intersecting lines ♦ Use perpendicular lines to explain points, lines, and planes

CONTENT: Mathematics
STRAND: Geometry

Grade 5		
Learning Standards as written Geometry 5G6	Predict, describe, and perform transformations on two-dimensional shapes (e.g., translations, rotations, and reflections).	Essential and Prioritized Skill ♦ Perform transformation on two-dimensional shapes

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify two dimensional shapes ♦ Name a transformation for a two dimensional shape	♦ Tell the difference between the transformations by using the definition of each to match the two dimensional shape ♦ Choose a reflection, translation or a rotation to describe a transformation on a 2 dimensional shape	♦ Rotate a square ♦ Translate a triangle ♦ Perform a reflection on a quadrilateral ♦ Match a two-dimensional shape to its reflection

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CONTENT Science

STRAND Science and Technology

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Scien	5.	Evaluate the validity of claims based on the amount and quality of the evidence cited.	♦ Judge the validity of claims based on the amount and quality of the evidence from an investigation

Less Complex		Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Scien	♦ Name and sequence the steps of an investigation ♦ Based on an investigation sort valid and invalid claims	♦ Define validity, evidence, and quality as scientific terms ♦ Use data presented in an investigation to support scientific outcomes ♦ Use charts, tables, or graphic organizers to show data from a scientific investigation	♦ Evaluate the design of an experiment based on amount and quality of evidence ♦ Analyze the data presented in the investigation to determine whether claims are valid

CONTENT Science

STRAND Science and Technology

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Scien	5. .1	Recognize and describe how results of similar scientific investigations may turn out differently because of inconsistencies in methods, materials, and observations, or because of limitations of the precision of the instruments used.	♦ Analyze how inconsistencies and limitations of investigations affect the results

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
Scien ♦ List the different steps in the scientific method ♦ Define scientific investigation	♦ Sequence the scientific method for simple investigation ♦ Define the meaning of consistencies and inconsistencies and limitations ♦ Record the step by step instructions when performing new investigation including outcomes and predictions	♦ Use the scientific method to complete a simple investigation and explain limitations ♦ Explain how to avoid inconsistencies or limitations in a simple investigation

CONTENT Science

STRAND Science and Technology

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Scien	5.	Identify the controlled variable and at least one independent variable in a scientific investigation, when appropriate.	♦ Identify controlled and independent variables in an experiment

Less Complex		Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Scien	♦ Identify things that can control the outcome of an investigation ♦ Identify things that can change the outcome of an investigation	♦ Define scientific variable ♦ Recognize if a scientific investigation is using a controlled variable or an independent variable (e.g., a plant with sunlight verses a plant without sunlight) ♦ Define independent and controlled variables	♦ Locate controlled variables and independent variables in a scientific investigation ♦ Locate examples of independent and controlled variables

CONTENT Science

STRAND Earth and Space Science

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Earth	5. .1	Describe the Earth as part of a system called the solar system, which includes the sun (a star), planets, comets, asteroids, and many moons.	♦ Explain what a solar system is and how the earth fits into it (the Earth as part of a system called the Solar System)

Less Complex		**Possible Entry Points**	More Complex
	The student will:	**The student will:**	**The student will:**
Science Earth	♦ Identify the sun (a star), planets, comets, asteroids, or moons (e.g., use flash- card, manipulatives) ♦ Name and describe the largest body in the solar system ♦ Represent in diagram the solar system	♦ Sequence the Earth and planets in ordinal pattern in the solar system ♦ List the distance of the planets from the earth. ♦ Compare the features of the Earth to the features of other planets ♦ Distinguish among the sun (a star), planets, comets, asteroids, or moons (e.g., use flashcards, manipulatives)	♦ Describe the order of the planets according to their distance from the sun (e.g., using different size ball or NASA pictures) ♦ Describe the properties of a planet (e.g., explain why Pluto is not a planet) ♦ Describe the properties of a solar system (e.g., explain why Pluto is a part of the solar system)

CONTENT Science

STRAND Earth and Space Science

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Earth Science	5. .3	Demonstrate how the Earth orbits the sun in a year's time and Earth rotates on its axis about once every 24 hours.	♦ Demonstrate how the Earth orbits and rotates

Less Complex		Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Science Earth	♦ Identify the moon, sun, and the Earth ♦ Describe day and night (e.g., using pictures and other materials) ♦ List the seasons	♦ Distinguish day from night ♦ Differentiate the seasons ♦ Represent in a diagram day and night (e.g., pictures, drawings) ♦ Represent in diagrams the seasons ♦ Compare the Earth and the sun or the Earth and the moon ♦ Using a picture/model, construct a model illustrating how the Earth orbits and rotates	♦ Construct a model from memory illustrating how the Earth orbits and rotates ♦ Explain how the Earth's rotation affects the time or seasons ♦ Cite evidence that the Earth's rotation affects the time or season ♦ Design how the Earth's rotation causes day and night ♦ Design how the sun's rays strike the Earth to cause seasons

CONTENT Science

STRAND Life Science

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Life Science	5. .2	Identify organisms that are not native to the Washington, DC, area and how they undergo changes to increase their chance of survival in the area.	♦ Identify non-native organisms and explain how they adapt to Washington, DC

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
Life Science ♦ Define/illustrate "adaptation" ♦ Classify organisms as native or non-native to Washington, DC	♦ Identify different samples of organisms not native to Washington, DC (e.g., snake fish) ♦ Identify ways that organisms not native to Washington, DC affect our environment ♦ Complete sentences or picture graphics telling how non-native organisms maintained their chance of survival in the Washington, DC area	♦ Describe how organisms not native to Washington, DC change ♦ Classify types of organisms which are likely to survive in a particular environment ♦ Match non-native organisms to the way they changed to survive in Washington, DC ♦ Use a Venn Diagram to compare native and non-native organisms

General Education Examples: Student compares and contrasts at least three native and three **non-native** plants. The diagram shows at least five similarities and differences (e.g., size, shape, competition or cooperation with other species, possibilities for extinction, water and nutrition sources, human uses, etc.)

Student creates a one minute informational TV advertisement about **non-native** plants and their effect on the native environment. The ad must address at least three ways that the **non-native** plants effect the native environment

CONTENT Science

STRAND Life Science

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Life Science	5. .4	Explain that organisms fit enough to survive in a particular environment will typically produce offspring fit enough to survive and reproduce in that particular environment. Over time, these inherited characteristics are carried as the predominant forms (e.g., adaptations such as shape of beak, length of neck, shape of teeth).	♦ Explain survival and inherited characteristics

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
Life Science ♦ Define organisms ♦ Identify characteristics of living things ♦ Group organisms into categories using their characteristics (e.g., living things, plants and animals)	♦ Match an organism's survival characteristic to its environment (e.g., giraffe's long neck— Sahara where leaves are only high up) ♦ Identify characteristics that can be inherited (e.g., eye color, height, shape of beak, etc.) ♦ Match an organism to its habitat	♦ Describe the survival needs of different organisms based on their environments ♦ Compare and contrast the differing ways an organism interacts with its surroundings (e.g., how a frog and a butterfly get food, protect themselves, etc.) ♦ Explain how different organisms use their unique adaptations to meet their needs

CONTENT Science

STRAND Life Science

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Life Science	5. .5	Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful, and how changes in the environment (drought, cold) have caused some plants and animals to die, migrate, or become extinct.	♦ Explain effects of habitat change

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Life Science ♦ De scribe habitat ♦ Define environment ♦ Identify different environments	♦ Explain how animals and plants use resources in their environments ♦ List examples of how habitat can be affected by the weather ♦ Describe major dry-land environments (e.g., plants and animals that live in the desert, rainforest, arctic, etc.)	♦ Match a habitat change with an outcome (or likely outcome) for particular plants and animals (e.g., using objects, pictures, or symbols) ♦ Describe the effects of flood, disease and erosion on organisms and habitat

CONTENT Science

STRAND Life Science

Grade 5			
Learning Standards as written			Essential and Prioritized Skill
Life Science	5. .9	Examine the information that fossils provide us about living things that inhabited the Earth in the distant past, and describe how they can be compared both with one another and with living organisms according to their similarities and differences.	♦ Understand what fossils tell us about the past in general and about living organisms

	Less Complex **The student will:**	**Possible Entry Points** **The student will:**	More Complex **The student will:**
Life Science	♦ Define a fossil ♦ Describe how a fossil is formed ♦ Identify a fossil ♦ Label different types of fossils (e.g., cast, molds, trace, and imprints)	♦ List similarities between fossils and living organisms ♦ Use fossils to describe animals that lived in the distant past ♦ Match fossils (scientific pictures) with a specific geology (e.g., a nautilus is found in the ocean)	♦ Compare and contrast today's living things with fossils (e.g., use a graphic organizer to compare and contrast) ♦ Summarize the differences and similarities of fossils and living organisms ♦ Illustrate how geology has changed over time based on the fossil record (e.g., oceans where now there are mountains, etc.)

Entry Points – Grade 6

ELA

Common Core Crosswalk with DC CAS-Alt Entry Points

August 2012

ELA	Sixth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Language Development	6.LD-V.7.Determinethe meaning of unfamiliar words, using knowledge of English language structure, Greek and Latin roots (e.g., annus, aqua), suffixes (e.g.., -it is, -osis), and prefixes (e.g., multi-, dis-, anti-, hyper-, syn-).	Define unfamiliar words suing English language structures, Greek and Latin roots or affixes.	♦ Categorize affixes as prefix or suffix. ♦ Locate prefixes and suffixes in a text. ♦ Identify prefixes. ♦ Identify suffixes. ♦ Identify roots.	♦ Create a collection of words, suffixes and prefixes and the definitions . ♦ Match definition to the corresponding Latin or Greek roots. ♦ Match the meanings of Greek or Latin suffixes and prefixes with the correct suffix or prefix (e.g., given a choice of two texture symbols, student will touch a texture symbol meaning "not" when presented with the prefix "anti".	♦ Identify the meaning of unfamiliar words using knowledge of Greek and Latin roots, suffixes, or prefixes. ♦ Define a new word with a familiar Greek or Latin prefix or suffix. ♦ Make new words by adding Greek or Latin suffixes and prefixes to familiar words.	**Language**	6.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
Language Development	6.LD-V.9 Determine the meaning of figurative language, including similes, metaphors, personification, and grade appropriate idioms.	Interpret figurative language.	♦ Define similes, metaphors, personification or idioms.	♦ Identify metaphors. ♦ Identify similes. ♦ Categorize phrases into idioms and non-idioms. ♦ Categorize phrases into similes and non-similes. ♦ Categorize phrases into metaphors and non-metaphors. ♦ Identify examples of personification.	♦ Illustrate the "real" meaning of an idiom. ♦ Match the meaning of common idioms to an appropriate picture, phrase or sentence. ♦ Match a metaphor with a phrase with the same meaning. ♦ Match similes with phrases with the same meaning (e.g., given two object choice-one being we and one a cat, the student will touch the wet one when asked the meaning of "it's raining cat's and dogs").	**Language**	6.L.5.a Interpret figures of speech (e.g., personification) in context.

ELA	Sixth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	6.LT-C.1. Analyze the relevance of the setting (e.g., time, place, and situation) to the mood and tone of the text).	Analyze how setting affects mood and tone of text.	♦ Identify the setting of a text. ♦ Match a picture of the setting or situation to a selection of the text. ♦ Illustrate the setting of a text (e.g., match a picture of the setting or situation to a selection of the text).	♦ Identify the mood or tone of a text. ♦ Describe the setting (time & place) of a story (e.g., use pictures or words to describe the setting). ♦ Classify the mood (e.g., happy, sad, or scary, etc.).	♦ Compare the setting to the mood/tone (e.g., match a dark forest to a scared face). ♦ Explain how the setting affects the text. ♦ Classify the mood (e.g., happy, sad, or scary, etc.) and explain the reason for choice.	**Reading: Literature**	6.R.L.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Literary Text	6.LT-G.2. Identify the characteristics of different forms of prose (short story, novel, novella, essay).	Identify characteristics of different forms of prose.	Identify a short story. Identify a novel. Identify an essay.	Sort texts into appropriate categories (essay, novel). Define the various prose forms (novel, short story). Sort selections of different literary forms into the appropriate category. Match literary forms with the appropriate definitions.	Compare and contrast the structural elements of different literary forms (e.g., short story/novel/novella). Make an outline listing all the prose forms and give the characteristics of each.	**Reading: Literature**	6.R.L.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELA	Sixth Grade						
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point More Complex	Entry Point Most Complex	CC Strand	CC Matched Standard
Literary Text	6.LT-T.3. Apply knowledge that theme, whether stated or implied, refers to the basic meaning of a literary text.	Identify themes in literary text and explain the meaning of the themes using supporting details from the text.	♦ Identify characters in a story. ♦ Identify the setting of a story. ♦ Summarize the plot.	♦ Identify the theme of a story. ♦ Distinguish between plot and topic. ♦ Distinguish between plot and theme . ♦ After reading or listening to a theme based story, create a picture depicting the theme(s). ♦ Distinguish between topic and theme (e.g., Students often have difficulty distinguishing amongst the main topic, plot, and story themes. The following examples should provide clarity. The plot: A boy meets a girl, the boy loses the girl, and the boy finds the girl. Theme is that "love conquers all." The	♦ Illustrate the theme "Heroism demands unusual courage and risk-taking" for two different stories after listening to each story that addresses the topic. ♦ Understanding that the same story can have multiple themes (e.g., select tow themes from a single text). ♦ Understand that multiple stories can have the same theme (e.g., after reading several texts, determine a common theme). ♦ Select a story and write an essay that identifies the theme and explain how the theme related to the text .	**Reading: Literature**	6.R.L.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Literary Text	6.LT-P.7. Respond to and analyze the effects of figurative language (personification, metaphor, simile, hyperbole) and graphics (capital letters) to uncover the meaning of a poem.	Respond to and analyze figurative language and graphics to interpret the meaning of a poem.	♦ Label hyperbole, simile, etc from a poem. ♦ Match the definitions with the appropriate figurative language .	♦ Given figurative language from a poem, the student will indicate how it makes them feel. ♦ Select the meaning of figurative language in a poem from 3 choices. ♦ Rephrase figurative language using your own words (e.g., student may choose the appropriate picture/object to represent the symbol of Robert Frost's "The Road not Taken" -for ♦ instance, a question mark to indicate a possible path or what might have been). ♦ Choose the meaning of a poem from a list of 3 possible choices. ♦ Draw an illustration representing figurative language .	♦ Determine which words are important to the meaning of a poem. ♦ Analyze how figurative language helps create the meaning of a poem. ♦ Match figurative language to appropriate aspects of the meaning of the poem (e.g., Langston Hughes' "Dreams" students will compare the metaphor "life is a broken winged bird that cannot fly" to an appropriate moral/lesson - such as "don't give up").	**Reading: Literature**	6.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

ELA	Sixth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Informational Text	6.IT-E.1. Identify and analyze the author's stated purpose, main ideas, supporting ideas, and supporting evidence.	Identify and analyze stated purpose, main ideas, or supporting details.	♦ Answer questions of who, what, where, when, or how in relation to an expository text.	♦ Identify the author's stated purpose of expository text (newspaper, pamphlets, etc.). ♦ Identify main ideas in informational text. ♦ List supporting details in informational text. ♦ Identify the purpose of an expository text (e.g., choose the purpose from 3 different choices).	Draw conclusions about the author's stated purpose by identifying the main idea and supporting details. Categorize information into main idea or supporting evidence.	**Reading: Informational Text**	6.R.I.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Informational Text	6.IT-E.3. Identify and use organizational structures in text, including chronological order, comparison and contrast, cause and effect, logical order and classification schemes.	Identify and use organizational structure in text.	♦ Finish cause and effect scenarios from a text using pictures or words. ♦ Identify what comes next on a timeline from a choice of 3 events. ♦ Identify words that give clues to text structures (If.. Then, because, since, then, first, next, lastly,…).	♦ Explain cause and effect relationships in a text. ♦ Identify chronological order in informational text. ♦ Highlight cause and effect in a text.	♦ Sequence events from a text in chronological order to answer a question. ♦ Order events in chronological order on a historical timeline. ♦ Use graphic organizers to illustrate the structure of the text. ♦ Use a Venn diagram to compare and contrast information in a text.	**Reading: Informational Text**	5.R.I.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Entry Points – Grade 6

Mathematics

Mathematics	Sixth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point**	**Entry Point More Complex**	**CCSS Strand**	**CCSS Matched Standard**
Number Sense and Operations	6NSO- N5 Identify and determine common equivalent fractions, mixed numbers, decimals, and percentages.	Recognize and understand common equivalent fractions, mixed numbers, decimals, or percentages.	*Identify place value of digits in a decimal (ones and tenths place) *Use place value chart to identiyf the value of each digit in a decimal to the hundredths place *Identify a decimal *Identify a percent (%)	*Use manipulatives (pictures) to order fractions *Match a fraction to a model *Match a decimal to a model *Order numbers on a number line, including fractions and decimals	*Use visual representations (i.e., money) to compare equivalent fractions and decimals *Model equivalent fractions, mixed numbers, percentages or decimals *Use visual representations (pictures, models, etc.) to compare equivalent decimals and percents	Number and Operations--Fractions Number and Operations in Base Ten Ratios and Proportional Relationships	4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. 5.NBT.3. Read, write, and compare decimals to thousandths. 6.RP.3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

Number Sense and Operations	6NSO-N6 Apply number theory concepts — including prime and composite numbers; prime factorization; greatest common factor; least common multiple; and divisibility rules for 2, 3, 4, 5, 6, 9, and 10 — to the solution of problems.	Use prime or composite numbers, factorization, greatest and least common multiples, or divisibility rules to solve problems.	*Identify prime numbers *Use a number line to identify and order prime numbers *Count by 5s *Count by 3s	*Use a model to identify multiples of two-digit numbers *Sort objects into even groups to determine common multiples	*Use a model to illustrate prime factorization *Use pictures and manipulatives to determine which numbers are divisible by another number (e.g., sort a group of 6 and a group of 8 by 3 to determine which is divisible by 3) *Create a factor tree for a number	Operations and Algebraic Thinking The Number System	4.OA.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. 6.NS.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).
Number Sense and Operations	6NSO-E18 Estimate results of computations with whole numbers and with positive fractions, mixed numbers, decimals, and percentages. Determine reasonableness of estimates.	Estimate to solve problems involving fractions, mixed numbers, decimal or percentages.	*Identify positive numbers on a number line *Solve simple real life addition and subtraction problems involving whole numbers *Identify mixed numbers	*Use manipulatives to solve simple real life whole number addition or subtraction problems using estimation strategy *Use a number line to round a decimal to the nearest whole number.	*Use an estimation stratgey (i.e., number line) to solve a real life problem with percentages *Solve real life fraction addtion or subtraction problems using pictorial examples and/or manipulatives by estimating to the closest whole number	Expressions and Equations	7.EE.3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers,fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

Number Sense and Operations	6NSO-C8 Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division, and positive integer exponents with whole numbers and with positive fractions, mixed numbers, decimals, and percentages.	Solve addition, subtraction, multiplication, and division problems with whole numbers, mixed numbers, fractions, decimals, or percentages using order of operations.	*Construct a number line demonstrating positive numbers *Solve multiplcation problems using manipulatives or repeated addition *Illustrate a word problem with manipulatives	*Recognize that there is a correct order of operations to solve a problem (PEMDAS) *Identify key words to determine correct operation (e.g., all together, half, etc.) *Use a chart or model of operations to help determine the order while solving real life problems *Solve addition and subtraction problems with whole numbers and mixed numbers	*Given a simple equation, use the order of operations to obtain the correct anser (i.e., mulitplication before addition) *Solve problems involving fractions, mixed numbers, decimals and percentages using order of operations. For instance, figuring out the sales tax for a loaf of bread and then determine how much change you will get from $2.00 *Solve a word problem that requires two different operations	Operations and Algebraic Thinking Number and Operations--Fractions Equations and Expressions	3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 4.NF.3d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. 6.EE.2.c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.

Number Sense and Operations	6NSO-C13 Calculate given percentages of quantities, and solve problems involving discounts at sales, interest earned, and tips.	Solve problems involving the calculation of percentages	*Use visual representations to order percents *Identify 25%, 50%, and 100% using a model *Write, read, or name decimals to tenths (.1, .2, .3) *Write, read, or name percents	*Convert one number form to another to solve a problem (e.g., convert a decimal to a percent) *Rename a decimal as a percent by multiplying by 100 and adding the percent sign *Rename a percent as a decimal by dividing by 100 and delete the percent sign	*Calculate percentages using a calculator and task analysis to solve a problem *Calculate discount price using a percentage chart	Ratios and Proportional Relationships	6.RP.3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. 6.RP.3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
Patterns, Relations and Algebra	6PRA1 Use the properties of equality to solve problems using letter name variables (e.g., 1/4 + x = 7/12).	Solve problems of equality using letter name variables	*Distinguish between variables and numbers in an equation *Distinguish between an equation and an expression *Recognize inverse (opposite) operations (addition (+) is the inverse of subtraction (-) and vice versa)	*Solve an equation with a letter name variable as the solution (e.g., 4 + 1 = x) *Label a problem as equal or unequal *Match two equations that are equal	*Solve an equation with a letter name variable in a position other than the solution (e.g., 9 + x = 10) *Use algebra tiles or other manipulatives to represent and solve variable expressions	Expressions and Equations	6.EE.2. Write, read, and evaluate expressions in which letters stand for numbers. 6.EE.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for. 6.EE.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

Patterns, Relations and Algebra	6PRA4 Simplify expressions of the first degree by combining like terms, and evaluate using specific values.	Simplify and solve equations given x	*Identify variables in an equation *Replace variable with a given number	*Match like terms (4x + x +7) *Simplify an expression *Replace variable with a given number and solve the equation	*Simplify an expression and then solve given x *Use algebra tiles or other manipulatives to represent and/or solve variable expressions	Expressions and Equations	6.EE.2. Write, read, and evaluate expressions in which letters stand for numbers. 6.EE.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
Patterns, Relations and Algebra	6PRA9 Produce and interpret graphs that represent the relationship between two variables (x and y) in everyday situations.	Create and interpret graphs that represent the relationship between variables	*Identify (by pointing, matching, or listing) one or both variables in a table *Identify (by pointing, matching, or listing) one or both variables on a graph	*Answer questions about points on a graph *Answer questions based on a data table	*Create a table that represents a set of related variables *Translate information from a graph into an equation	Expressions and Equations	6.EE.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.

Measurement	6M3 Develop strategies to find the area and perimeter of complex shapes (e.g., subdividing them into basic shapes such as quadrilaterals, triangles, circles).	Understand how to find the area or perimeter of complex shapes.	*Use two basic shapes to make another basic shape (two triangles to make a square) • Categorize shapes as simple or complex • Match simple shapes to complex shapes (in the diagram below match circle to circle and rectangle to rectangle)	*Using ruler or manipulatives measure the perimeter of basic shapes • Compute the area of basic shapes • Demonstrate understanding of perimeter (e.g., by placing one inch tiles around the outside of a desk)	*Using manipulatives subdivide complex shapes into basic shapes and calculate area or perimeter *Use formulas for area or perimeter to solve real life problems involving complex shapes	Measurement and Data Geometry	3.MD.7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. 3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. 4.MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. 6.G.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

Measurement	6M6 Identify, measure, describe, classify, and construct various angles, triangles, and quadrilaterals; measure the interior angles of various polygons.	Identify, measure, describe, classify, and construct various two-dimensional polygons and measure angles	*Identify triangles and quadrilaterals *Sort shapes into polygons vs. non-polygons	*Identify 90, 45, or 180 degree angles • Classify shapes as two or three dimensional • Make/describe models of the different two-dimensional shapes and name them • Measure angles • Classify polygons by their characteristics (e.g. number of sides and number of angles)	*Choose a quadrilateral from several different shapes, name it, and measure angles *Construct a triangle by tracing a manipulative (30-60-90, 45-45-90, 60-60-60 triangles) and measure the angles using cut-outs (30◦, 45◦, 60◦ and 90◦ angles.)	Geometry	5.G.4. Classify two-dimensional figures in a hierarchy based on properties.
Measurement	6M8 Know and use the formulas for the volumes and surface areas of cubes and rectangular prisms, given the lengths of their sides.	Understand and use formulas to find volume or surface area	¨Distinguish between a 2- dimensional and 3- dimensional shapes *Identify 3-dimensional shapes	Define surface area *Define volume	¨Calculate surface area and volume • Use task analysis to calculate surface area • Use task analysis to calculate volume *Calculate the volume and/or surface area using task analysis and given values	Geometry	2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. 6.G.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 6

Learning Standards as written

Number Sense and Operations — 6NSO-N6 Apply number theory concepts — including prime and composite numbers; prime factorization; greatest common factor; least common multiple; and divisibility rules for 2, 3, 4, 5, 6, 9, and 10 — to the solution of problems.

Essential and Prioritized Skill

- Use prime or composite numbers, factorization, greatest and least common multiples, or divisibility rules to solve problems.

Possible Entry Points

Number Sense

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify prime numbers ♦ Use a number line to identify and order prime numbers ♦ Count by 5s ♦ Count by 3s	♦ Use a model to identify multiples of two-digit numbers ♦ Sort objects into even groups to determine common multiples	♦ Use a model to illustrate prime factorization ♦ Use pictures and manipulatives to determine which numbers are divisible by another number (e.g., sort a group of 6 and a group of 8 by 3 to determine which is divisible by 3) ♦ Create a factor tree for a number

General Education Example

Example: Circle the number(s) in the following list that are divisible by 3.

35 43 51 60 111 160 4,380

CONTENT Mathematics

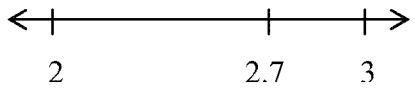
STRAND Number Sense & Operations

Grade 6

Learning Standards as written		Essential and Prioritized Skill
Number Sense and Operations	6NSO-E18 Estimate results of computations with whole numbers and with positive fractions, mixed numbers, decimals, and percentages. Determine reasonableness of estimates.	♦ Estimate to solve problems involving fractions, mixed numbers, decimal or percentages.

Possible Entry Points

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify positive numbers on a number line. ♦ Solve simple real life addition and subtraction problems involving whole numbers ♦ Identify mixed numbers	♦ Use manipulative to solve simple real life whole number addition or subtraction problems using estimation strategy ♦ Use a number line to round a decimal to the nearest whole number. See example provided below:	♦ Use an estimation strategy (i.e. number line) to solve a real life problem with percentages ♦ Solve real life fraction addition or subtraction problems using pictorial examples and/or manipulatives by estimating to the closest whole number



Is 2.7 closest to 2 or 3?

Answer: 3

Estimation

General Education Example

Example: If you started counting your heartbeats at midnight on January 1, 2000, when would you count the millionth beat? The billionth beat?

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 6

Learning Standards as written		Essential and Prioritized Skill
Number Sense and Operations	6NSO-C8 Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division, and positive integer exponents with whole numbers and with positive fractions, mixed numbers, decimals, and percentages.	♦ Solve addition, subtraction, multiplication, and division problems with whole numbers, mixed numbers, fractions, decimals, or percentages using order of operations.

Computation

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Construct a number line demonstrating positive numbers ♦ Solve multiplication problems using manipulatives or repeated addition ♦ Illustrate a word problem with manipulatives	♦ Recognize that there is a correct order of operations to solve a problem (PEMDAS) ♦ Identify key words to determine correct operation (e.g., all together, half, etc.). ♦ Use a chart or model of operations to help determine the order while solving real life problems ♦ Solve addition and subtraction problems with whole numbers and mixed numbers	♦ Given a simple equation, use the order of operations to obtain the correct answer (i.e., multiplication before addition) ♦ Solve problems involving fractions, mixed numbers, decimals and percentages using order of operations. For instance, figuring out the sales tax for a loaf of bread, and then determine how much change you will get from $2.00 ♦ Solve a word problem that requires two different operations

General Education

Example: Suppose that when a positive number n *is divided by 7, the result is* a*, and when the same number is divided by 8, the result is* b*. How do* a *and* b *compare?*

A) $a < b$

B) $a = b$

C) $a > b$

D) It depends on the value of n*.*

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 6

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	6NSO-C13	Calculate given percentages of quantities, and solve problems involving discounts at sales, interest earned, and tips.	♦ Solve problems involving the calculation of percentages

Possible Entry Points

	Less Complex		More Complex
	The student will:	**The student will:**	**The student will:**
Computation	♦ Use visual representations to order percents ♦ Identify 25%, 50% and 100% using a model ♦ Write, read, or name decimals to tenths (.1, .2, .3) ♦ Write, read, or name percents	♦ Convert one number form to another to solve a problem (e.g., convert a decimal to a percent) ♦ Rename a decimal as a percent by multiplying by 100 and adding the percent sign ♦ Rename a percent as a decimal by dividing by 100 and delete the percent sign	♦ Calculate percentages using a calculator and task analysis to solve a problem ♦ Calculate discount price using a percentage chart

General Education Example

Example: Suppose that the cost for a new piano is $5000 and that the piano loses 20% of its current value each year.

a. After how many years will the piano first be valued at less than $500? Show or explain how you obtained your answer.

b. What will the value of the piano be after 16 years? Show or explain how you obtained your answer.

(See also 6.NSO-C.14)

CONTENT: Mathematics

STRAND: Patterns, Relations, and Algebra

Grade 6

Learning Standards as written			Essential and Prioritized Skills
Patterns, Relations, and Algebra	6PRA1	Use the properties of equality to solve problems using letter name variables (e.g., 1/4 + *x* = 7/12).	♦ Solve problems of equality using letter name variables

Possible Entry Points

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Distinguish between variables and numbers in an equation ♦ Distinguish between an equation and an expression ♦ Recognize inverse (opposite) operations (addition (+) is the inverse of subtraction (-) and vice versa)	♦ Solve an equation with a letter name variable as the solution (e.g., 4 + 1 = x) ♦ Label a problem as equal or unequal ♦ Match two equations that are equal	♦ Solve an equation with a letter name variable in a position other than the solution (e.g., 9 + x = 10) ♦ Use algebra tiles or other manipulatives to represent and solve variable expressions

General Education Example

Example: Ralph gets on his bike at 10 A.M. and rides towards his friend's house 9 miles away. At 10:12 A.M. he has ridden 3 miles. If he keeps going at the same rate, when will he arrive at his friend's house?

A. 10:21 A.M.

B. 10:24 A.M.

C. 10:36 A.M.

D. 10:48 A.M.

CONTENT: Mathematics

STRAND: Patterns, Relations, and Algebra

Grade 6

Learning Standards as written			Essential and Prioritized Skills
Patterns, Relations, and Algebra	6PRA4	Simplify expressions of the first degree by combining like terms, and evaluate using specific values.	♦ Simplify and solve equations given x

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify variables in an equation ♦ Replace variable with a given number	♦ Match like terms (4x + x + 7) ♦ Simplify an expression ♦ Replace variable with a given number and solve the equation	♦ Simplify an expression and then solve given x ♦ Use algebra tiles or other manipulatives to represent and/or solve variable expressions

CONTENT: Mathematics

STRAND: Patterns, Relations, and Algebra

Grade 6

Learning Standards as written			Essential and Prioritized Skills
Patterns, Relations, and Algebra	6PRA9	Produce and interpret graphs that represent the relationship between two variables (*x* and *y*) in everyday situations.	♦ Create and interpret graphs that represent the relationship between variables

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify (by pointing, matching, or listing) one or both variables in a table ♦ Identify (by pointing, matching, or listing) one or both variables on a graph	♦ Answer questions about points on a graph ♦ Answer questions based on a data table	♦ Create a table that represents a set of related variables ♦ Translate information from a graph into an equation

General Education Examples

Example: Marion wants to rent a bicycle to go out on a lake. The cost is $2.00 plus $1.50 for each hour.

a. Make a table showing how much it would cost to rent a bicycle for 1, 2, 3, and 4 hours.

b. Using numbers, symbols, and the variable n, write an expression for how much it would cost to rent the bicycle for n hours.

c. Marion has $14.00. What is the greatest number of hours for which she can rent the bicycle? Show your work or explain how you found your answer.

CONTENT: Mathematics

STRAND: Measurement

Grade 6

Learning Standards as written

6M3 Develop strategies to find the area and perimeter of complex shapes (e.g., subdividing them into basic shapes such as quadrilaterals, triangles, circles).

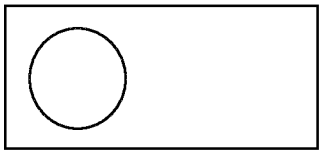
Essential and Prioritized Skills

- Understand how to find the area or perimeter of complex shapes.

Possible Entry Points

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Use two basic shapes to make another basic shape (two triangles to make a square) ♦ Categorize shapes as simple or complex ♦ Match simple shapes to complex shapes (in the diagram below match circle to circle and rectangle to rectangle)	♦ Using ruler or manipulatives measure the perimeter of basic shapes ♦ Compute the area of basic shapes ♦ Demonstrate understanding of perimeter (e.g., by placing one inch tiles around the outside of a desk)	♦ Using manipulatives subdivide complex shapes into basic shapes and calculate area or perimeter ♦ Use formulas for area or perimeter to solve real life problems involving complex shapes

Example: Hot tub on a rectangular deck



General Education Example

Example: Show how to find the area of the isosceles trapezoid by decomposing and rearranging it into a rectangle with the same area.

CONTENT: Mathematics

STRAND: Measurement

Grade 6

Learning Standards as written

6M6 Identify, measure, describe, classify, and construct various angles, triangles, and quadrilaterals; measure the interior angles of various polygons.

Essential and Prioritized Skills

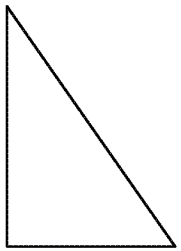
- Identify, measure, describe, classify, and construct various two-dimensional polygons and measure angles

Possible Entry Points

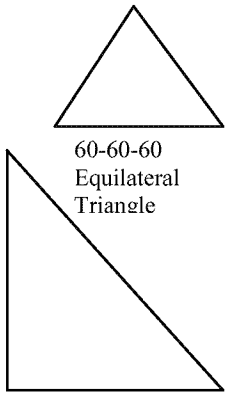
Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify triangles and quadrilaterals ♦ Sort shapes into polygons vs. non-polygons	♦ Identify 90, 45, or 180 degree angles ♦ Classify shapes as two or three dimensional ♦ Make/describe models of the different two-dimensional shapes and name them ♦ Measure angles ♦ Classify polygons by their characteristics (e.g. number of sides and number of angles)	♦ Choose a quadrilateral from several different shapes, name it, and measure angles ♦ Construct a triangle by tracing a manipulative (30-60-90, 45-45-90, 60-60-60 triangles) and measure the angles using cut-outs (30°, 45°, 60° and 90° angles.)

Sample Table:

Name of Polygon	Number of Sides	Number of Angles
Triangle	3	3
Quadrilateral	4	4
Pentagon	5	5
Hexagon	6	6
Septagon	7	7
Octagon	8	8
Nonagon	9	9
Decagon	10	10



30-60-90
Right Triangle



60-60-60
Equilateral
Triangle

45-45-90
Right Triangle

CONTENT: Mathematics

STRAND: Measurement

Grade 6

Learning Standards as written		Essential and Prioritized Skills
Measurement 6M8	Know and use the formulas for the volumes and surface areas of cubes and rectangular prisms, given the lengths of their sides.	♦ Understand and use formulas to find volume or surface area

Less Complex	**Possible Entry Points**	More Complex

The student will:

- Distinguish between a 2-dimensional and 3-dimensional shapes
- Identify 3-dimensional shapes

The student will:

- Define surface area
- Define volume

The student will:

Given a diagram:

- Calculate surface area and volume
- Use task analysis to calculate surface area
- Use task analysis to calculate volume
- Calculate the volume and/or surface area using task analysis and given values

Volume = length x width x height

V = l x w x h

V = □ x □ x □

e.g. l = 2; w = 3; h = 4

V = 2 x 3 x 4

V = 24

General Education Example

Example: Storage boxes are cube shaped and measure 4 inches on an edge. How many of these storage boxes are needed for 300 small cubes, 2 inches on an edge?

(See also 6.NSO-E.18)

Entry Points – Grade 7

ELA

Common Core Crosswalk with DC CAS-Alt Entry Points

August 2012

ELA	Seventh Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Language Development	**7.LD.V.7** Use Greek and Latin roots and affixes to determine the meaning of content area vocabulary.	Apply knowledge of Greek and Latin roots and affixes to define content vocabulary.	♦ Underline the roots (or base words). ♦ Categorize affixes as prefixes or suffixes. ♦ Identify prefixes. ♦ Identify suffixes. ♦ Identify roots.	♦ Give the meanings of some common Greek and Latin roots. ♦ Give the meanings of some common Greek and Latin prefixes. ♦ Give the meaning of some common Greek and Latin suffixes. ♦ Recognize words in a text with a Greek or Latin root. ♦ Match definitions to the corresponding Latin or Greek root. ♦ Match the definition of a word to a word that includes a Greek or Latin roots (use pictures or words). ♦ Match the meanings of Greek or Latin affixes with the correct affix.	♦ Use affixes to define new words. ♦ Identify the meaning of unfamiliar words using knowledge of Greek and Latin roots, suffixes, and prefixes. ♦ Match the definition of a word (expressed in pictures or words) to a word that uses Greek or Latin roots.	**Language**	7.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
Language Development	**7.LD.V.8** Use such clues as cause and effect and comparison and contrast to identify the meaning of unfamiliar words and words with multiple meanings in context.	Use context clues to define unknown words and words with multiple meanings.	♦ Use a dictionary to define words from grade level text. ♦ Identify words with multiple meanings. ♦ Identify comparisons (e.g., match two objects that represent the comparison in the text-give the sentence paired with objects "most living things breathe air, but some living things are anaerobic, student will choose objects symbolizing breathing air and not breathing air".	♦ Recognize words with multiple meanings when used in the context of the sentence. ♦ Match words with multiple meanings to various pictures or words illustrating those meanings from grade level text. ♦ Select correct pictures among multiple meaning words that correctly completes a given sentence. ♦ Students compile a list of worse and phrases that cue contrast clues (but, however, on the other hand, except) or cause and effect clues (because, since, as a result, or therefore).	♦ Determine which meaning of a multiple meaning word to use based on the context (match pictures of a skirt -piece of clothing and moving around an object- to appropriate sentences). ♦ Using context clues, define unknown words in reading selections. ♦ Use the list of words/phrases that cue cause and effect to define a new word in a text (e.g., define unknown word in a text and highlight the cue word).	**Language**	7.L.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ELA	Seventh Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	7.LT-G.3. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based on their characteristics.	Identify genres of fiction based on their characteristics.	♦ Define the genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths). ♦ Determine if characters or setting are real or imaginary. ♦ Identify as fictional or not fictional texts.	♦ List the characters of the various fictional genres. Match different fictional genres to its appropriate definitions.	♦ Identify various genres based on characteristics (for example, historical fiction takes place in the past). ♦ Given two different examples of fictional genre forms, identify the requested form (e.g., Is this genre science fiction or historical fiction?) ♦ In a short composition, identify your favorite genre and explain why you prefer this genre.	**Reading: Literature**	6.R.L.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Literary Text	7.LTF.5. Analyze plot development (e.g., conflict, rising action, falling action, resolution, subplot, flashbacks, parallel episodes) to determine whether and how conflicts are resolved.	Analyze plot development as it relates to conflict resolution.	♦ Identify or define flashbacks. ♦ Identify the characters in a fictional story (who is in the story). ♦ Identify the setting in a fictional story (where the story takes place) e.g., Draw a picture of the setting using details from the story. ♦ Identify or define conflict. ♦ Define parallel episodes (two story lines happening at the same time; e.g. the story Tangerine by Edward Bloom). ♦ List the different types of conflict: Internal conflict (man vs. himself), external conflict (man vs. man, man vs. nature, man vs. society).	♦ Draw a plot diagram and label the parts (rising action, climax, falling action). ♦ Match a story to the type of conflict: internal (man vs. himself), external (man vs. man, man vs. nature, man vs. society). ♦ Explain how the conflict was resolved.	♦ Distinguish which parts of the plot led to (and did not lead to) a solution to the conflict. ♦ Answer "yes-no" questions about how the conflict in a fictional story was resolved. ♦ Answer "yes-no" questions about how flashbacks assist with the plot development. ♦ Sequence events of a story on a plot diagram. ♦ Determine how the events of the story created conflict. ♦ Compare how the main character resolved the conflict with how you would have handled the same situation.	**Reading: Literature**	6.R.L.3 : Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

ELA	Seventh Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	7.LT-F.7. Analyze the ways characters change or interact with others over time and give supporting evidence from the text.	Analyze ways a character changes and interacts over time and give supporting evidence.	♦ Identify an episode of characters interacting with each other. ♦ Identify the characters of the story and explain how they are connected. ♦ Identify major events of the story.	♦ Identify a character's actions in two separate interactions (fight, talk, etc.) ♦ Describe the major character's personality and give examples from the story (using pictures or words) (e.g., given a picture of Scrooge, the student will choose (from 3 choices) the picture representing mean and a picture representing him yelling at Bob Cratchit). ♦ Match the characters with the appropriate action in the story. ♦ Identify how a character feels at a particular point in a story.	♦ Compare a character's actions in two or more interactions. ♦ Explain how the characters changes over the course of the story and give supporting evidence from the text. ♦ Identify how a character feels at 2 different points in a story to illustrate the character's change. ♦ Answer questions about how the character changed based on events in the story.	**Reading: Literature**	7.R.L.3 : Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Informational Text	7.IT-E.1. Identify the author's purpose(s) in a text when it is not stated.	Identify the author's implied purpose.	♦ Find key words to help determine the author's stated purpose. ♦ Identify a stated purpose of a text.	♦ Find key words to help determine the author's implied purpose. ♦ Determine whether the author's purpose is stated or implied. ♦ Identify the main points of the informational text.	♦ Select the author's implied purpose from a choice of 3 potential purposes (e.g., to inform, to persuade, to entertain.) ♦ Identify the author's purpose (e.g., after listening to a selection, choose whether it was meant to inform the reader or entertain the reader).	**Reading: Informational Text**	7.R.I.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

ELA	Seventh Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Informational Text	7.IT-E.2. Identify and use knowledge of common textual features.	Identify and use common text features.	♦ Differentiate between a sentence and a fragment . ♦ Identify the parts of a paragraph. ♦ Use a glossary to find the definition of a word. ♦ Identify a topic sentence (e.g., by indicating some words in the sentence)	♦ Identify the bibliography. ♦ Identify footnotes. ♦ Identify the index. ♦ Identify the topic sentence in a paragraph	♦ Identify footnotes and find the source in the bibliography. ♦ Find the conclusion and use it to answer questions. ♦ Identify the index and use it to locate information. ♦ Differentiate among the various sources for citing sources (footnotes, endnotes, parenthetical, etc.). ♦ Create a paragraph that includes appropriate text features (e.g., topic sentences, supporting details, concluding sentences, etc.). ♦ Use the footnoted vocabulary to enhance text comprehension.	**Reading: Informational Text**	6.R.I.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Informational Text	7.IT-E.3. Apply knowledge of organizational structures of text to aid comprehension, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.	Apply knowledge of organizational structures to aid comprehension.	♦ Identify what comes next on a timeline from a choice of 3 events. ♦ Given the cause of a situation in text, the student will identify the effect from a choice of 2 events. ♦ Compare and contrast two objects (is this one ok? It does not involve text? Have students match objects based on characteristics (e.g., point to tall objects, point to tallest object, etc.).	♦ Finish cause and effect scenarios using pictures or words form informational text. ♦ Identify cause and effect in a text. ♦ Identify chronological order in a text. ♦ Using a Venn diagram, compare and contrast two items. ♦ Given a scenario from the text the student will identify the organizational structures (e.g., cause & effect or comparison & contrast).	♦ Sequence events from a text to answer a question. ♦ Use a graphic organizer to illustrate cause and effect (e.g., T-chart). ♦ Using a Venn diagram, compare and contrast information in a text.	**Reading: Informational Text**	7.R.I.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CONTENT Reading/ELA

STRAND Language Development

Grade 7			
Learning Standards as written			Essential and Prioritized Skills
Language Development	7LD-V7	Use Greek and Latin roots and affixes to determine the meaning of content area vocabulary (e.g., in readings on pioneers of space, determine the meaning of words astronaut and nautical using knowledge of Greek and Latin roots).	♦ Apply knowledge of Greek and Latin roots and affixes to define content vocabulary.

	Less Complex	Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Language Development	♦ Underline the roots (or base word) ♦ Categorize affixes as prefix or suffix ♦ Identify prefixes ♦ Identify suffixes ♦ Identify roots	♦ Give the meanings of some common Greek and Latin roots ♦ Give the meanings of some common Greek and Latin prefixes ♦ Give the meaning of some common Greek and Latin suffixes ♦ Recognize words in a text with a Greek or Latin root ♦ Match definition to the corresponding Latin or Greek root ♦ Match the definition of a word to a word that includes a Greek or Latin roots (use pictures or words) ♦ Match the meanings of Greek or Latin affixes with the correct affix	♦ Use affixes to define new words ♦ Identify the meaning of unfamiliar words using knowledge of Greek and Latin roots, suffixes, and prefixes ♦ Match the definition of a word (expressed in pictures or words) to a word that uses Greek or Latin roots.

General Education Example: In readings on pioneers of space, students determine the meanings of the words "astronaut" and "nautical" using knowledge of Greek and Latin roots. They compile a list of words they find in their science materials that are based on other common Greek and Latin roots.

CONTENT Reading/ELA

STRAND Language Development

Grade 7				
Learning Standards as written				Essential and Prioritized Skills
Language Development	7LD-V8	Use such clues as cause and effect and comparison and contrast to identify the meaning of unfamiliar words and words with multiple meanings in context.		♦ Use context clues to define unknown words and words with multiple meanings
Less Complex		**Possible Entry Points**		More Complex
The student will:		**The student will:**		**The student will:**
Language Development	♦ Use a dictionary to define words from grade level text ♦ Identify words with multiple meanings ♦ Identify comparisons (e.g., match two objects that represent the comparison in the text—given the sentence paired with objects "most living things breathe air, but some living things are anaerobic, student will choose objects symbolizing breathing air and not breathing air)	♦ Recognize words with multiple meanings when used in the context of the sentence ♦ Match words with multiple meanings to various pictures or words illustrating those meanings from grade level text ♦ Select correct picture among multiple meaning words that correctly completes a given sentence ♦ Students compile a list of words and phrases that cue contrast clues (but, however, on the other hand, except) or cause and effect clues (because, since, as a result, or therefore).	♦ Determine which meaning of a multiple meaning word to use based on the context. (match pictures of a skirt –piece of clothing and moving around an object-- to appropriate sentences) ♦ Using context clues, define unknown words in reading selections ♦ Students use the list of words/phrases that cue cause and effect to define a new word in a text (e.g., define unknown word in a text and highlight the cue word)	

General Education Example: Students collect examples of sentences that contain comparison and contrast or cause and effect clues, such as "Most organisms need oxygen to survive but many types of bacteria are anaerobic*," (contrast); or, "Because so much of the town was destroyed, rebuilding it will be an* arduous *task,"(cause and effect). Students compile a list of words and phrases that cue contrast clues (but, however, on the other hand, except) and cause and effect clues (because, since, as a result, or therefore).*

CONTENT Reading/ELA

STRAND Literary Text

Grade 7			
Learning Standards as written			Essential and Prioritized Skills
Literary Text	7LT-G3	Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based on their characteristics.	♦ Identify genres of fiction based on their characteristics

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Literary Text ♦ Determine if characters or setting are real or imaginary ♦ Identify as fictional or not fictional texts	♦ Match different fictional genre to its appropriate definition ♦ Define the genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths)	♦ Identify various genres based on characteristics (for example, historical fiction takes place in the past) ♦ Given two different examples of fictional genre forms, identify the requested form (e.g., Is this genre science fiction or historical fiction?) ♦ In a short composition, identify your favorite genre and explain why you prefer this genre

General Education Example: Students read a variety of fiction (such as Orwell's Animal Farm; *Buchi Emecheta's* The Wrestling Match; *or Nancy Farmer's* The Ear, The Eye, and The Arm) *and develop a class-written anthology*

CONTENT Reading/ELA

STRAND Literary Text

Grade 7			
Learning Standards as written			Essential and Prioritized Skills
Literary Text	7LT-F5	Analyze the plot development (e.g., conflict, rising action, falling action, resolution, subplots, flashbacks, parallel episodes) to determine whether and how conflicts are resolved.	♦ Analyze plot development as it relates to conflict resolution.

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Literary Text ♦ Identify or define flashbacks ♦ Identify the characters in a fictional story (*who is in the story*) ♦ Identify the setting in a fictional story (*where the story takes place*) e.g., Draw a picture of the setting using details from the story. ♦ Identify or define conflict ♦ Define parallel episodes (two story lines happening at the same time; e.g. the story Tangerine by Edward Bloom) ♦ List the different types of conflict: Internal conflict (man vs. himself), external conflict (man vs. man, man vs. nature, man vs. society)	♦ Draw a plot diagram and label the parts (rising action, climax, falling action) ♦ Match a story to the type of conflict: internal (man vs. himself), external (man vs. man, man vs. nature, man vs. society) ♦ Explain how the conflict was resolved	♦ Distinguish which parts of a the plot led to (and did not lead to) a solution to the conflict ♦ Answer "yes – no" questions about how the conflict in a fictional story was resolved ♦ Answer "yes-no" questions about how flashbacks assist with the plot development ♦ Sequence events of a story on a plot diagram ♦ Determine how the events of the story created conflict ♦ Compare how the main character resolved the conflict with how you would have handled the same situation

General Education Example: Students read short stories such as Toni Cade Bambara's "Raymond's Run" to explore the development of characters, various plots, and conflicts. As a result of their analyses, students create a fictional story as a class.

CONTENT Reading/ELA

STRAND Literary Text

Grade 7				
Learning Standards as written			Essential and Prioritized Skills	
Literary Text	7LT-F7	Analyze the ways characters change or interact with others over time and give supporting evidence from the text.	♦ Analyze ways a character changes and interacts over time and give supporting evidence	
Less Complex		**Possible Entry Points**		More Complex
	The student will:	**The student will:**		**The student will:**
Literary Text	♦ Identify an episode of characters interacting with each other ♦ Identify the characters of the story and explain how they are connected ♦ Identify major events of the story	♦ Identify a character's actions in two separate interactions (fight, talk, etc.) ♦ Describe the major character's personality and give examples from the story (using pictures or words) (e.g., given a picture of Scrooge, the student will choose (from 3 choices) the picture representing mean and a picture representing him yelling at Bob Cratchit) ♦ Match the characters with the appropriate action in the story ♦ Identify how a character feels at a particular point in a story		♦ Compare a character's actions in two or more interactions ♦ Explain how the character changes over the course of the story and give supporting evidence from the text ♦ Identify how a character feels at 2 different points in a story to illustrate the character's change ♦ Answer questions about how the character changed based on events in the story

General Education Example: Students read A Christmas Carol *by Charles Dickens and describe Ebenezer Scrooge's change of heart.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 7			
Learning Standards as written			Essential and Prioritized Skills
Informational Text	7IT-E1	Identify the author's purpose(s) in a text when it is not stated.	♦ Identify the author's implied purpose

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Informational Text ♦ Find key words to help determine the author's stated purpose ♦ Identify a stated purpose of a text	♦ Find key words to help determine the author's implied purpose ♦ Determine whether the author's purpose is stated or implied ♦ Identify the main points of the informational text	♦ Select the author's implied purpose from a choice of 3 potential purposes (e.g., to inform, to persuade, to entertain) ♦ Identify the author's purpose (e.g., after listening to a selection, choose whether it was meant to inform the reader or entertain the reader)

General Education Example: Students write logical, one-paragraph summary reports about an author's purpose after identifying and arranging the most important points made by the author.

STRAND Informational Text

Grade 7			
Learning Standards as written			Essential and Prioritized Skills
Informational Text	7IT-E2	Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index, bibliography, footnotes, introduction, conclusion).	♦ Identify and use common text features

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Informational Text ♦ Differentiate between a sentence and a fragment ♦ Identify the parts of a paragraph ♦ Use a glossary to find the definition of a word ♦ Identify a topic sentence (e.g., by indicating some words in the sentence)	♦ Identify the bibliography ♦ Identify footnotes ♦ Identify the index ♦ Identify the topic sentence in a paragraph	♦ Identify footnotes and find the source in the bibliography ♦ Find the conclusion and use it to answer questions ♦ Identify the index and use it to locate information ♦ Differentiate among the various sources for citing sources (footnotes, endnotes, parenthetical, etc.) ♦ Create a paragraph that includes appropriate text features (e.g., topic sentence, supporting details, concluding sentence, etc.) ♦ Use the footnoted vocabulary to enhance text comprehension

General Education Example: Using their textbooks, pairs of students identify each of the textual features and its purpose (e.g., glossary, index, bibliography, footnotes, introduction, conclusion).

CONTENT Reading/ELA

STRAND Informational Text

Grade 7			
Learning Standards as written			Essential and Prioritized Skills
Informational Text	7IT-E3	Apply knowledge of organizational structure of text to aid comprehension, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.	♦ Apply knowledge of organizational structures to aid comprehension

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Informational Text ♦ Identify what comes next on a timeline from a choice of 3 events ♦ Given the cause of a situation in text, the student will identify the effect from a choice of 2 events ♦ Compare and contrast two objects based on characteristics (e.g., point to tall objects, point to tallest object, etc.)	♦ Finish cause and effect scenarios using pictures or words from informational text ♦ Identify cause and effect in a text ♦ Identify chronological order in a text ♦ Using a Venn diagram, compare and contrast two items ♦ Given a scenario from the text the student will identify the organizational structure (e.g., cause & effect or comparison & contrast)	♦ Sequence events from a text to answer a question ♦ Use a graphic organizer to illustrate cause and effect (e.g., T-chart) ♦ Using a Venn diagram, compare and contrast information in a text

General Education Example: Students read various essays, articles, and short stories such as Ted Poston's "The Revolt of the Evil Fairies" in small groups. They write a series of essays that employ the relationships and usage of the different organizational structures. Students use Venn diagrams and other organizational structures to report to the class. They use a comparison chart, such as a T-chart, to illustrate causes and effects.

Entry Points – Grade 7

Mathematics

Mathematics	Seventh Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point**	**Entry Point More Complex**	**CCSS Strand**	**CCSS Matched Standard**
Number Sense and Operations	7NSO-N1 Compare, order, estimate, and translate among integers, fractions, mixed numbers (i.e., rational numbers), decimals, and percents.	Compare, order, estimate and translate integers, fractions, mixed numbers, decimals, and percents.	*Define integers, fractions, mixed numbers, decimals and percents. • Classify integers, fractions, mixed numbers, decimals and percents	Using a number line: *Order fractions and/or mixed numbers *Order integers *Order decimals and/or percents	¨Compare and/or order integers, fractions (mixed numbers) **and** decimals Compare and order percents and decimals • Estimate using fractions, decimals, and/or percents • Translate (convert) between decimals and percents; decimals and fractions; and/or fractions and percents	• Number and Operations in Base Ten Ratios and Proportional Relationships	4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. 5.NBT.3. Read, write, and compare decimals to thousandths. 6.RP.3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

Number Sense and Operations	7NSO-N7 Apply number theory concepts, including prime factorization and relatively prime numbers, to the solution of problems (e.g., find the prime factorization of whole numbers, and write the results using exponents: 24 = 2 x 2 x 2 x 3 = 23 x 3).	Use prime or composite numbers, factorization, greatest and least common multiples, or divisibility rules to solve problems.	*Use models and/or manipulatives to identify factors of one and/or two-digit numbers • Identify prime numbers • Sort objects into even groups	*Use a model to identify factors of two-digit numbers • Convert from one number form to another (expanded form to exponent form to standard form.) • List prime numbers up to 29	*Complete a factorization tree for two or three-digit numbers • Use a model to illustrate prime factorization • Determine which numbers are divisible by another number (e.g., sort a group of 6 and a group of 8 by 3 to determine which is	The Number System	6.NS.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).

Patterns, Relations and Algebra	7PRA1 Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic expressions. Include arithmetic and geometric progressions (e.g., compounding).	Identify and extend a variety of grade-level patterns	*Identify sets as patterns or non-patterns • Recognize the sequence of a pattern	*Match a pattern to its mathematical expression • Explain a geometrical pattern and an arithmetic pattern	*Extend a compounding pattern (e.g., 3, 5, 7,) • Translate and extend an arithmetic pattern into a visual representation • Translate and extend geometric pattern	Operations and Algebraic Thinking	4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. 5.OA.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.
Patterns, Relatio	7PRA3 Use the correct order of operations to evaluate expressions (e.g., 3(2x) = 5).	Use order of operations to solve an equation	*List the sequence of the order of operations • Identify the operations (e.g. 3(2) = 3 • 2 this means multiplication)	*Solve a simple equation involving two or three operations • Identify the correct order of operations for a given expression	*Use order of operations to solve an equation • Use task analysis to follow order of operations and solve an equation	Expressions and Equations	6.EE.2.c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving wholenumber exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.

Patterns, Relatio	7PRA4 Create and use symbolic expressions for linear relationships, and relate them to verbal and graphical representations.	Use symbolic expressions for linear relationships and relate them to graphic or verbal expressions.	*Identify numbers in an ordered pair (x,y) • Graph a point	*Given verbal data represent the data in a table, as a graph, or as an equation. • Interpret (explain) the graph	*Graph a set of ordered pairs • Use manipulative to show data on a graph • Use information in a T-table to create a graph	Geometry	5.G.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). 5.G.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
Patterns, Relatio	7PRA6 Write and solve two-step linear equations and check the answers.	Solve linear equations and check answers	*Identify a linear equation • Identify the variables in a linear equation.	*Check the answer to an equation • Write a linear equation using manipulatives • Solve a linear equation using manipulatives	*Solve one-step linear equations using manipulatives and check the answer • Solve two-step linear equations using manipulatives and check the answer	Expressions and Equations	8.EE.7 Solve linear equations in one variable.

Patterns, Relatio	7PRA7 Identify, describe, and analyze linear relationships between two variables. Compare positive rate of change (e.g., y = 3x + 1) to negative rate of change (e.g., y = – 3x + 1).	Analyze linear relationships between two variables	*Identify linear relationships • Identify variables in a linear relationship • Complete a table for a linear relationship	Using a number line and/or manipulatives describe linear relationships: • Solve a linear equation • Describe a pattern of rate of change • Draw a graph of a linear relationship	*Analyze linear relationships using a graph • Using a number line or manipulatives, complete a table solving for x and y and describe the pattern • Compare positive rate of change to negative rate of change	Expressions and Equations	8.EE.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. 8.EE.7 Solve linear equations in one variable.

Data Analysis, Sta	7DASP1 Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data.	Calculate and interpret central tendency	*Match a set of data to its graphical representation • Define the terms median, mean, mode, maximum, minimum, and/or range	*Answer questions about a set of data (e.g., did more people bring lunch or buy lunch?) • Given a representative data sample and conclusions, select the most likely conclusion • Answer questions about measures of central tendency of given data sets and graphic representation. (mean, median, and mode) • Use a template or task analysis to determine the mean (average) of a data set. • Using a calculator, find the mean for a set of scores	*Use a calculator to find the mean of a data set and make observations about the data set • Use task analysis to determine the range and answer yes/no questions about range • Determine the mean and median	Statistics and Probability	6.SP.5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

Data Analysis, Sta	7DASP2 Select, create, interpret, and use various tabular and graphical representations of data (e.g., circle graphs, Venn diagrams, stem-and-leaf plots, histograms, tables, and charts)	Select, create, interpret, and use tables, charts or graphs to represent data	*Match a set of data to its graphical representation • Answer questions about data presented on graphs and charts. • Identify different ways to collect data	*Classify data based on similarities and differences using a graphic organizer • Given a representative data sample and conclusions, select the most likely conclusion • Identify and label a variety of tabular and graphical representations • Answer questions about a specified data set presented in a chart • Answer questions based on a Venn diagram.	*Collect and represent a data sample and make observations about data • Make a graph and answer questions based on the data (e.g., make a graph of student attendance based on the daily attendance chart and indicate who came to school the most)	Statistics and Probability	6.SP.5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. 7.SP.1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

Data Analysis, Sta	7DASP4 Use tree diagrams, tables, organized lists, and area models to compute probabilities for simple compound events (e.g., multiple coin tosses or rolls of dice).	Compute probabilities	*Identify a tree diagram or a data table.	¨ Answer questions about the completed probability activity using your data *Use various ways to display a data set for determining probability *Match the probability to the correct data *Use a table to tally and record the result of a compound event (e.g., multiple coin tosses or rolls of dice)	*Determine the probability of an event occurring using strategies or graphic organizers • Answer questions about the data collected and compute the probability of specific events occurring • Determine the probability of an event occurring using a tree diagram to demonstrate the possible combinations (e.g., how many ways can you combine three types of ice cream toppings with two flavors of ice cream?)	Statistics and Probability	7.SP.6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. 7.SP.8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 7

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	7NSO-N1	Compare, order, estimate, and translate among integers, fractions, mixed numbers (i.e., rational numbers), decimals, and percents.	♦ Compare, order, estimate and translate integers, fractions, mixed numbers, decimals, and percents.

Possible Entry Points

Number Sense

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Define integers, fractions, mixed numbers, decimals and percents. ♦ Classify integers, fractions, mixed numbers, decimals and percents.	Using a number line: ♦ Order fractions **and/or** mixed numbers. ♦ Orde r integers ♦ Orde r decimals **and/or** percents	♦ Compare and/or order integers, fractions (mixed numbers) **and** decimals ♦ Compare and order percents **and** decimals ♦ Estimate using fractions, decimals, and/or percents ♦ Translate (convert) between decimals and percents; decimals and fractions; **and/or** fractions and percents

CONTENT: Mathematics

STRAND: Number Sense & Operations

Grade 7

Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	7NSO-N7	Apply number theory concepts, including prime factorization and relatively prime numbers, to the solution of problems (e.g., find the prime factorization of whole numbers, and write the results using exponents: $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).	♦ Use prime or composite numbers, factorization, greatest and least common multiples, or divisibility rules to solve problems.

Possible Entry Points

	Less Complex		More Complex
	The student will:	**The student will:**	**The student will:**
Number Sense	♦ Use models and/or manipulatives to identify factors of one and/or two-digit numbers ♦ Identify prime numbers ♦ Sort objects into even groups	♦ Use a model to identify factors of two-digit numbers ♦ Convert from one number form to another (expanded form to exponent form to standard form.) ♦ List prime numbers up to 29	♦ Complete a factorization tree for two or three-digit numbers ♦ Use a model to illustrate prime factorization ♦ Determine which numbers are divisible by another number (e.g., sort a group of 6 and a group of 8 by 3 to determine which is divisible by 3)

General Education Examples

Example: Find the prime factorization of whole numbers, and write the results using exponents:

$24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$

CONTENT: Mathematics

STRAND: Patterns, Relations, and Algebra

Grade 7

Learning Standards as written			Essential and Prioritized Skills
Patterns, Relations, and Algebra	7PRA1	Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic expressions. Include arithmetic and geometric progressions (e.g., compounding).	♦ Identify and extend a variety of grade-level patterns

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify sets as patterns or non-patterns ♦ Recognize the sequence of a pattern	♦ Match a pattern to its mathematical expression ♦ Explain a geometrical pattern and an arithmetic pattern	♦ Extend a compounding pattern (e.g., 3, 5, 7, __) ♦ Translate and extend an arithmetic pattern into a visual representation ♦ Translate and extend geometric pattern

General Education Example

Example: Use the given table to answer the following question:

Term	*1st*	*2nd*	*3rd*	*4th*	*5th*	*6th*
Value	*?*		*24*	*35*	*48*	*63*

The 3rd, 4th, 5th, and 6th terms of the sequence are given in the table. What number belongs in the first and second positions of the sequence?

Example: Which table is based on the following rule?

First, square the number and then subtract the input number from its square.

A.	*Input (x)*	*1*	*2*	*5*
	Output (y)	*1*	*4*	*20*
B.	*Input (x)*	*1*	*2*	*5*
	Output (y)	*0*	*4*	*25*
C.	*Input (x)*	*1*	*2*	*5*
	Output (y)	*1*	*2*	*25*
D.	*Input (x)*	*1*	*2*	*5*
	Output (y)	*0*	*2*	*20*

(See also 7.PRA.2)

CONTENT: Mathematics

STRAND: Patterns, Relations, and Algebra

Grade 7

Learning Standards as written		Essential and Prioritized Skills
Patterns, Relations, and Algebra	7PRA3 Use the correct order of operations to evaluate expressions (e.g., 3(2*x*) = 5).	♦ Use order of operations to solve an equation

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ List the sequence of the order of operations ♦ Identify the operations (e.g. 3(2) = 3 · 2 *this means multiplication*)	♦ Solve a simple equation involving two or three operations ♦ Identify the correct order of operations for a given expression	♦ Use order of operations to solve an equation ♦ Use task analysis to follow order of operations and solve an equation

General Education Example

CONTENT: Mathematics

STRAND: Patterns, Relations, and Algebra

Grade 7

Learning Standards as written			Essential and Prioritized Skills
Patterns, Relations, and Algebra	7PRA4	Create and use symbolic expressions for linear relationships, and relate them to verbal and graphical representations.	♦ Use symbolic expressions for linear relationships and relate them to graphic or verbal expressions.

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify numbers in an ordered pair (x,y) ♦ Graph a point	♦ Given verbal data represent the data in a table, as a graph, or as an equation. ♦ Interpret (explain) the graph	♦ Graph a set of ordered pairs ♦ Use manipulative to show data on a graph ♦ Use information in a T-table to create a graph

CONTENT: Mathematics

STRAND: Patterns, Relations, and Algebra

Grade 7

Learning Standards as written			Essential and Prioritized Skills
Patterns, Relations, and Algebra	7PRA6	Write and solve two-step linear equations and check the answers.	♦ Solve linear equations and check answers

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify a linear equation ♦ Identify the variables in a linear equation.	♦ Check the answer to an equation ♦ Write a linear equation using manipulatives ♦ Solve a linear equation using manipulatives	♦ Solve one-step linear equations using manipulatives and check the answer ♦ Solve two-step linear equations using manipulatives and check the answer Example: $5x = 20$ $x = 20/5$ $x = 4$

General Education Example

Example: Which of the following describes one way to solve the given equation?

$12 - 3x = 5$

A. Add 3x to both sides, then divide both sides by 3.

B. Subtract 3x from both sides, then multiply both sides by 3.

C. Add 12 to both sides, then multiply both sides by –3.

D. Subtract 12 from both sides, then divide both sides by –3.

(See also 7.NSO-C.17, 7.PRA.9)

CONTENT: Mathematics

STRAND: Patterns, Relations, and Algebra

Grade 7

Learning Standards as written		Essential and Prioritized Skills
Patterns, Relations, and Algebra	7PRA7 Identify, describe, and analyze linear relationships between two variables. Compare positive rate of change (e.g., $y = 3x + 1$) to negative rate of change (e.g., $y = -3x + 1$).	♦ Analyze linear relationships between two variables

Possible Entry Points

Less Complex — The student will:

- Identify linear relationships
- Identify variables in a linear relationship
- Complete a table for a linear relationship

Example: $y = 3x + 1$

x	1	2	3	4
y	4	7	10	13

The student will:

Using a number line and/or manipulatives describe linear relationships:

- Solve a linear equation
- Describe a pattern of rate of change
- Draw a graph of a linear relationship

More Complex — The student will:

- Analyze linear relationships using a graph
- Using a number line or manipulatives, complete a table solving for x and y and describe the pattern
- Compare positive rate of change to negative rate of change (see example below)

$y = 3x + 1$

x	1	2	3	4
y	4	7	10	13

$y = -3x + 1$

x	1	2	3	4
y	-2	-5	-8	-11

CONTENT: Mathematics

STRAND: Data Analysis, Statistics & Probability

Grade 7		
Learning Standards as written Data Analysis Statistics & Probability 7DASP1	Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data.	Essential and Prioritized Skills ♦ Calculate and interpret central tendency

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Match a set of data to its graphical representation ♦ Define the terms median, mean, mode, maximum, minimum, and/or range	♦ Answer questions about a set of data (e.g., did more people bring lunch or buy lunch?) ♦ Given a representative data sample and conclusions, select the most likely conclusion ♦ Answer questions about measures of central tendency of given data sets and graphic representation. (mean, median, and mode) ♦ Use a template or task analysis to determine the mean (average) of a data set. ♦ Using a calculator, find the mean for a set of scores	♦ Use a calculator to find the mean of a data set and make observations about the data set ♦ Use task analysis to determine the range and answer yes/no questions about range ♦ Determine the mean and median

CONTENT: **Mathematics**

STRAND: Data Analysis, Statistics & Probability

Grade 7

Learning Standards as written		Essential and Prioritized Skills
Data Analysis, Statistics & Probability	7DASP2 Select, create, interpret, and use various tabular and graphical representations of data (e.g., circle graphs, Venn diagrams, stem-and-leaf plots, histograms, tables, and charts)	♦ Select, create, interpret, and use tables, charts or graphs to represent data

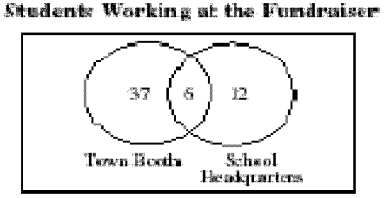
Possible Entry Points

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Match a set of data to its graphical representation ♦ Answer questions about data presented on graphs and charts. ♦ Identify different ways to collect data	♦ Classify data based on similarities and differences using a graphic organizer ♦ Given a representative data sample and conclusions, select the most likely conclusion ♦ Identify and label a variety of tabular and graphical representations ♦ Answer questions about a specified data set presented in a chart ♦ Answer questions based on a Venn diagram.	♦ Collect and represent a data sample and make observations about data ♦ Make a graph and answer questions based on the data (e.g., make a graph of student attendance based on the daily attendance chart and indicate who came to school the most)

General Education Example

Example: Last weekend, Lauren helped organize some students to participate in a fundraiser for charity. The students had a choice of working one shift at the information booth in town or one shift at the school headquarters. Students could also choose to work 2 shifts, one in town and one at school.

After the fundraiser, Lauren prepared a report for the school board. In her report, she drew the Venn diagram below to show where the students worked.



a) Based on the Venn diagram, how many students worked shifts at the Town Booth?

b) Based on the Venn diagram, how many students participated in the fundraiser?

c) Lauren could have drawn a bar graph to represent the same information as the Venn diagram. Create a bar graph that contains the same information as the Venn diagram.

CONTENT: Mathematics

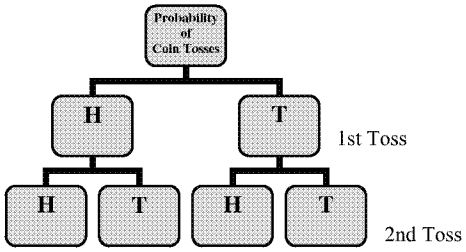
STRAND: Data Analysis, Statistics & Probability

Grade 7

Learning Standards as written		Essential and Prioritized Skills
Data Analysis, Statistics & Probability	7DASP4 Use tree diagrams, tables, organized lists, and area models to compute probabilities for simple compound events (e.g., multiple coin tosses or rolls of dice).	♦ Compute probabilities

Possible Entry Points

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify a tree diagram or a data table.	♦ Answer questions about the completed probability activity using your data	♦ Determine the probability of an event occurring using strategies or graphic organizers
	♦ Use various ways to display a data set for determining probability	♦ Answer questions about the data collected and compute the probability of specific events occurring
	♦ Match the probability to the correct data	♦ Determine the probability of an event occurring using a tree diagram to demonstrate the possible combinations (e.g., how many ways can you combine three types of ice cream toppings with two flavors of ice cream?)
	♦ Use a table to tally and record the results of a compound event (e.g., multiple coin tosses or rolls of dice).	



$$P(\text{event}) = \frac{\text{Number of favorable outcomes}}{\text{Number of possible outcomes}}$$

Examples: coin toss, roll of a die, spinner, etc.

General Education Example

Example: Luis is going to toss two coins. What is the probability that he will get one head and one tail?

Entry Points – Grade 8

ELA

Common Core Crosswalk with DC CAS-Alt Entry Points

August 2012

ELA	Eighth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Language Development	8.LD-V.9. Monitor text for unknown words or words with novel meanings, using word, sentences, and paragraph clues to determine meaning.	Identify unknown words or words with novel meanings in text and use text clues to determine the meaning.	♦ Identify unknown words in a text. ♦ Match contextual pictures with unknown words with the words (ex. Word is hurricane; display several pictures, including a hurricane and have students pick). ♦ Complete a sentence by matching a word/picture. ♦ Match words with multiple meanings to various pictures of words illustrating those meanings from grade level text.	♦ Select correct picture among multiple meaning words, to complete a given sentence correctly. ♦ Underline words with multiple meanings in a sentence containing words with multiple meanings.	♦ Underline unknown words in a selection and determine its meaning from the context (from a choice of 3). ♦ Determine which meaning of a multiple meaning word to use based on the context (match pictures/objects representing "skirt" -piece of clothing and moving around an object-to appropriate sentences).	**Language**	8.L.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Language Development	8.LD-V.10. Understand and explain "shades of meaning" for related words.	Understand and explain "shades of meaning" for related words.	♦ Match illustration/object to words that have similar meanings (e.g., the same object may be used to represent walk and amble). ♦ Give synonyms for each word on a list. ♦ Given a list of words select those that do not belong (e.g., mad, angry, irritated, happy).	♦ Differentiate between words by matching illustrations to the words (e.g., illustrations should indicate clear degree level: walk, jog, trot, race, etc.) ♦ Replace a word in a sentence with a related word (ex: Gloria is angry). ♦ Match word with similar meanings.	♦ Write a continuum of words to help describe "shades of meaning" (e.g., irritated, miffed, angry, enraged). ♦ Complete a sentence using the word/picture with the best connotation. ♦ Replace a word in a sentence with a similar word and identify how it changed the meaning of the sentence (from a choice of 3).	**Language**	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELA	Eighth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	8.LT-G.2. Identify and analyze how the different genres (e.g., poetry, short story, biography, drama) used by one particular author accomplish different aesthetic purposes.	Identify and analyze different genres used by an author to accomplish different aesthetic purposes.	♦ Identify the genre of a selection by an author (poetry or short story). ♦ Match the genre with its definition (e.g., poetry, short story, drama, biography). ♦ Given a text, identify the author's purpose (from a choice of 2).	♦ Given several texts from the same author, match the genre of a passage to the passage. ♦ Given several passages from different texts of the same author, indicate how the purposes of each are different/similar. ♦ Match a genre with a purpose. ♦ Given two texts from the e same author, match the genre with the text (e.g., using objects representing adventure and one representing mystery, student will match that genre to texts). ♦ Given two text from the same authors match the purpose with the text. ♦ Define aesthetic purpose.	♦ Given several passages from one author with different genres, explain how the author's purpose is different for each. ♦ Match a genre with a purpose and one reason why that genre is best for that purpose. ♦ Identify different aesthetic purpose and details that help accomplish that purpose.	**Reading: Literature**	8.R.L.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Literary Text	8.LT-F.5. Interpret a character's traits, emotions, or motivations, and provide supporting evidence from a text.	Analyze a character's traits, emotions, or motivations and support with text.	♦ Identify characters and their roles. ♦ Identify a character's emotions. ♦ Identify a character's motivations.	♦ Given a character map, record the character's traits on the map. ♦ Given a descriptive passage, describe a character's traits, emotions, or motivations within the passage. ♦ Develop a character web. ♦ Describe a character using supporting evidence from text.	♦ Analyze text to explain characters motivation (highlight motivations in the text). ♦ Complete a graphic organizer detailing the character's emotions and traits. ♦ Answer questions to analyze a character's emotions.	**Reading: Literature**	8.R.L.3 : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

ELA	Eighth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	8.LT-F.6. Analyze the influence of setting (e.g., time of day, place, historical period, situation) on the problem and resolution.	Analyze the influence of setting on the problem and resolution.	♦ Match pictures with the setting, the problem, and resolution of familiar passages. ♦ Identify the problem and resolution. ♦ Identify the setting.	♦ Describe the problem and resolution of a passage. ♦ Describe/illustrate the setting. ♦ Write/draw a description of the setting from a familiar passage. ♦ Answer yes/no questions about the problem/resolution from a passage.	♦ Describe the setting of a passage and explain how that setting influences the problem of the passage. ♦ Given a passage, change the setting and describe how the problem and resolution would change. ♦ Given a familiar passage written in the context of a different setting, identify how the problem and resolution have changed. ♦ Answer yes/no questions about how the outcome would be different if the setting were different.	**Reading: Literature**	8.R.L.3 : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Literary Text	8.LT-F.8. Analyze the effects of sound (alliteration, internal rhyme, rhyme scheme), figurative language (personification, metaphor, simile, hyperbole), and graphics (capital letters, line length, word positions) on the meaning of a poem.	Analyze the effects of sound, figurative language, and graphics to interpret the meaning of a poem.	♦ Identify figurative language in given poem (personification, metaphor, simile, hyperbole). ♦ Given a familiar poem, identify the graphic features (capitol letters, line length, word position) of a poem. ♦ Identify sound effects in a given poem (ex: alliteration).	♦ Identify (highlight) the figurative language that supports the meaning of the poem. ♦ Explain the meaning of figurative language in a poem (select meaning from a choice of 3). ♦ Arrange a poem by rhyme scheme.	♦ Explain how the figurative language affects the meaning of a poem. ♦ Show how changing the graphics would change the meaning of the poem. ♦ Write on original poem using figurative language, sound effects, or graphics. ♦ Compare how the reader feels when reading a silly alliterative poem (Ogden Nash) vs. a serious alliterative poem (Robert Frost).	**Language**	6.L.5.a Interpret figures of speech (e.g., personification) in context.

ELA	Eighth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	8.LT-S.10. Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on the author's word choice and use of figurative language.	Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on author's word choice and use of figurative language.	♦ Define mood. ♦ Define style. ♦ Define tone. ♦ Identify the meaning of a poem from a choice of 3. ♦ Differentiate between prose, poetry, and drama.	♦ Select words that create mood in a given text. ♦ Select words that give clues to the tone of a given work. ♦ Explain/illustrate figurative language in a given text. ♦ Identify figurative language in prose, poetry, and/or drama.	♦ Explain how an author's word choice affected the mood of a literary work. ♦ Explain how an author's word choice determine the tone of a literary work. ♦ Classify mood or tone of a literary text through the expression of feelings invoked.	**Reading: Literature**	8.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA	Eighth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Informational Text	8.IT-E.1. Compare (and contrast) the central ideas, problems, or situations from readings on a specific topic selected to reflect a range of viewpoints.	Compare and contrast central ideas, problems, or situations from readings on a specific topic.	♦ Match problems stated in a reading passage to the passage. ♦ Identify the topic of an article. ♦ Match central ideas to the correct reading or passage.	Use graphic organizer to compare author's purpose in two readings on the same topic. Categorize central ideas, problems, or situations from various readings on a topic (ex: prose and cons of smaller class size in schools).	♦ Use graphic organizer to compare and contrast ideas, problems or situations from readings on the same topic. ♦ Complete a Venn Diagram to demonstrate the relationship between the central ideas in two articles on the same topic (e.g., given two editorials, one for the Iraq surge and one against it, students will place the details for each argument on either side of the Venn Diagram and the common ideas in the middle). ♦ Use a graphic organizer to compare two problems or situations on the same topic from 2 readings {e.g., after completing a reading paired with objects, using objects to represent the effects of global warming for polar bears (ice melting >not enough food (seals, fish) and the effects of global warming on some islands (water covering the islands) students will place objects in a graphic organizer to represent the common cause and different effects of global warming}.	**Reading: Informational Text**	8.R.I.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

ELA	Eighth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Informational Text	8.IT-E.2. Explain how an author uses word choice and organization of text to achieve his purpose.	Explain author's word choice and organization of text to achieve his/her purpose.	♦ Using context clues, identify the meaning of unfamiliar words. ♦ Identify words with multiple meanings. ♦ List and define the different organizational patterns (ex: chronology, comparison, contrast, enumeration, etc).	♦ Identify the organizational method used in the text. ♦ Underline/highlight/point to words or sentences that support the author's purpose. ♦ Identify author's purpose.	♦ Describe an author's word choice within a passage. ♦ Describe the organization of the text and why the author chose it. ♦ Explain how the author's word choice enables him to achieve his/her purpose (e.g., students describe Langston Hughes purpose in "I Too, Sing America" and then explain how changing key words would change the meaning of the poem -such as, if "dining room table" replaces "kitchen table")	**Reading: Informational Text**	8.R.I.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Informational Text	8.IT-E.3. Distinguish between the concept of theme in a literary work and the author's explicit or implicit purpose in an expository text.	Distinguish between theme in literary text and author's purpose in expository text.	♦ Distinguish between two passages, one expository and one literary. ♦ Define implicit purpose. ♦ Define explicit purpose. ♦ Define theme.	♦ Identify author's purpose implicit or explicit in expository text. ♦ Identify theme in literary text (e.g., from a choice of 3 picture cards representing theme, student will identify the theme). ♦ Given two literary passages, match the theme with the passage. ♦ Given two expository passages, match the purpose with the passage.	♦ Fill in a graphic organizer comparing theme and author's purpose (e.g., good vs. evil and to entertain). ♦ Given familiar text, distinguish between the purpose of an expository text and the theme of the literary text. ♦ Given two familiar text one expository and one literary, match the theme and purpose to the appropriated passage.	**Reading: Informational Text**	8.R.I.3 : Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Common Core Crosswalk with DC CAS-Alt Entry Points

August 2012

ELA	Eighth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Language Development	8.LD-V.9. Monitor text for unknown words or words with novel meanings, using word, sentences, and paragraph clues to determine meaning.	Identify unknown words or words with novel meanings in text and use text clues to determine the meaning.	♦ Identify unknown words in a text. ♦ Match contextual pictures with unknown words with the words (ex. Word is hurricane; display several pictures, including a hurricane and have students pick). ♦ Complete a sentence by matching a word/picture. ♦ Match words with multiple meanings to various pictures of words illustrating those meanings from grade level text.	♦ Select correct picture among multiple meaning words, to complete a given sentence correctly. ♦ Underline words with multiple meanings in a sentence containing words with multiple meanings.	♦ Underline unknown words in a selection and determine its meaning from the context (from a choice of 3). ♦ Determine which meaning of a multiple meaning word to use based on the context (match pictures/objects representing "skirt" -piece of clothing and moving around an object-to appropriate sentences).	**Language**	8.L.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Language Development	8.LD-V.10. Understand and explain "shades of meaning" for related words.	Understand and explain "shades of meaning" for related words.	♦ Match illustration/object to words that have similar meanings (e.g., the same object may be used to represent walk and amble). ♦ Give synonyms for each word on a list. ♦ Given a list of words select those that do not belong (e.g., mad, angry, irritated, happy).	♦ Differentiate between words by matching illustrations to the words (e.g., illustrations should indicate clear degree level: walk, jog, trot, race, etc.) ♦ Replace a word in a sentence with a related word (ex: Gloria is angry). ♦ Match word with similar meanings.	♦ Write a continuum of words to help describe "shades of meaning" (e.g., irritated, miffed, angry, enraged). ♦ Complete a sentence using the word/picture with the best connotation. ♦ Replace a word in a sentence with a similar word and identify how it changed the meaning of the sentence (from a choice of 3).	**Language**	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Literary Text	8.LT-G.2. Identify and analyze how the different genres (e.g., poetry, short story, biography, drama) used by one particular author accomplish different aesthetic purposes.	Identify and analyze different genres used by an author to accomplish different aesthetic purposes.	♦ Identify the genre of a selection by an author (poetry or short story). ♦ Match the genre with its definition (e.g., poetry, short story, drama, biography). ♦ Given a text, identify the author's purpose (from a choice of 2).	♦ Given several texts from the same author, match the genre of a passage to the passage. ♦ Given several passages from different texts of the same author, indicate how the purposes of each are different/similar. ♦ Match a genre with a purpose. ♦ Given two texts from the e same author, match the genre with the text (e.g., using objects representing adventure and one representing mystery, student will match that genre to texts). ♦ Given two text from the same authors match the purpose with the text. ♦ Define aesthetic purpose.	♦ Given several passages from one author with different genres, explain how the author's purpose is different for each. ♦ Match a genre with a purpose and one reason why that genre is best for that purpose. ♦ Identify different aesthetic purpose and details that help accomplish that purpose.	**Reading: Literature**	8.R.L.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Literary Text	8.LT-F.5. Interpret a character's traits, emotions, or motivations, and provide supporting evidence from a text.	Analyze a character's traits, emotions, or motivations and support with text.	♦ Identify characters and their roles. ♦ Identify a character's emotions. ♦ Identify a character's motivations.	♦ Given a character map, record the character's traits on the map. ♦ Given a descriptive passage, describe a character's traits, emotions, or motivations within the passage. ♦ Develop a character web. ♦ Describe a character using supporting evidence from text.	♦ Analyze text to explain characters motivation (highlight motivations in the text). ♦ Complete a graphic organizer detailing the character's emotions and traits. ♦ Answer questions to analyze a character's emotions.	**Reading: Literature**	8.R.L.3 : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Literary Text	8.LT-F.6. Analyze the influence of setting (e.g., time of day, place, historical period, situation) on the problem and resolution.	Analyze the influence of setting on the problem and resolution.	♦ Match pictures with the setting, the problem, and resolution of familiar passages. ♦ Identify the problem and resolution. ♦ Identify the setting.	♦ Describe the problem and resolution of a passage. ♦ Describe/illustrate the setting. ♦ Write/draw a description of the setting from a familiar passage. ♦ Answer yes/no questions about the problem/resolution from a passage.	♦ Describe the setting of a passage and explain how that setting influences the problem of the passage. ♦ Given a passage, change the setting and describe how the problem and resolution would change. ♦ Given a familiar passage written in the context of a different setting, identify how the problem and resolution have changed. ♦ Answer yes/no questions about how the outcome would be different if the setting were different.	**Reading: Literature**	8.R.L.3 : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Literary Text	8.LT-F.8. Analyze the effects of sound (alliteration, internal rhyme, rhyme scheme), figurative language (personification, metaphor, simile, hyperbole), and graphics (capital letters, line length, word positions) on the meaning of a poem.	Analyze the effects of sound, figurative language, and graphics to interpret the meaning of a poem.	♦ Identify figurative language in given poem (personification, metaphor, simile, hyperbole). ♦ Given a familiar poem, identify the graphic features (capitol letters, line length, word position) of a poem. ♦ Identify sound effects in a given poem (ex: alliteration).	♦ Identify (highlight) the figurative language that supports the meaning of the poem. ♦ Explain the meaning of figurative language in a poem (select meaning from a choice of 3). ♦ Arrange a poem by rhyme scheme.	♦ Explain how the figurative language affects the meaning of a poem. ♦ Show how changing the graphics would change the meaning of the poem. ♦ Write on original poem using figurative language, sound effects, or graphics. ♦ Compare how the reader feels when reading a silly alliterative poem (Ogden Nash) vs. a serious alliterative poem (Robert Frost).	**Language**	6.L.5.a Interpret figures of speech (e.g., personification) in context.

Literary Text	8.LT-S.10. Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on the author's word choice and use of figurative language.	Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on author's word choice and use of figurative language.	♦ Define mood. ♦ Define style. ♦ Define tone. ♦ Identify the meaning of a poem from a choice of 3. ♦ Differentiate between prose, poetry, and drama.	♦ Select words that create mood in a given text. ♦ Select words that give clues to the tone of a given work. ♦ Explain/illustrate figurative language in a given text. ♦ Identify figurative language in prose, poetry, and/or drama.	♦ Explain how an author's word choice affected the mood of a literary work. ♦ Explain how an author's word choice determine the tone of a literary work. ♦ Classify mood or tone of a literary text through the expression of feelings invoked.	**Reading: Literature**	8.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Informational Text	8.IT-E.1. Compare (and contrast) the central ideas, problems, or situations from readings on a specific topic selected to reflect a range of viewpoints.	Compare and contrast central ideas, problems, or situations from readings on a specific topic.	♦ Match problems stated in a reading passage to the passage. ♦ Identify the topic of an article. ♦ Match central ideas to the correct reading or passage.	Use graphic organizer to compare author's purpose in two readings on the same topic. Categorize central ideas, problems, or situations from various readings on a topic (ex: prose and cons of smaller class size in schools).	♦ Use graphic organizer to compare and contrast ideas, problems or situations from readings on the same topic. ♦ Complete a Venn Diagram to demonstrate the relationship between the central ideas in two articles on the same topic (e.g., given two editorials, one for the Iraq surge and one against it, students will place the details for each argument on either side of the Venn Diagram and the common ideas in the middle). ♦ Use a graphic organizer to compare two problems or situations on the same topic from 2 readings {e.g., after completing a reading paired with objects, using objects to represent the effects of global warming for polar bears (ice melting >not enough food (seals, fish) and the effects of global warming on some islands (water covering the islands) students will place objects in a graphic organizer to represent the common cause and different effects of global warming}.	**Reading: Informational Text**	8.R.I.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Informational Text	8.IT-E.2. Explain how an author uses word choice and organization of text to achieve his purpose.	Explain author's word choice and organization of text to achieve his/her purpose.	♦ Using context clues, identify the meaning of unfamiliar words. ♦ Identify words with multiple meanings. ♦ List and define the different organizational patterns (ex: chronology, comparison, contrast, enumeration, etc).	♦ Identify the organizational method used in the text. ♦ Underline/highlight/point to words or sentences that support the author's purpose. ♦ Identify author's purpose.	♦ Describe an author's word choice within a passage. ♦ Describe the organization of the text and why the author chose it. ♦ Explain how the author's word choice enables him to achieve his/her purpose (e.g., students describe Langston Hughes purpose in "I Too, Sing America" and then explain how changing key words would change the meaning of the poem -such as, if "dining room table" replaces "kitchen table")	**Reading: Informational Text**	8.R.I.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Informational Text	8.IT-E.3. Distinguish between the concept of theme in a literary work and the author's explicit or implicit purpose in an expository text.	Distinguish between theme in literary text and author's purpose in expository text.	♦ Distinguish between two passages, one expository and one literary. ♦ Define implicit purpose. ♦ Define explicit purpose. ♦ Define theme.	♦ Identify author's purpose implicit or explicit in expository text. ♦ Identify theme in literary text (e.g., from a choice of 3 picture cards representing theme, student will identify the theme). ♦ Given two literary passages, match the theme with the passage. ♦ Given two expository passages, match the purpose with the passage.	♦ Fill in a graphic organizer comparing theme and author's purpose (e.g., good vs. evil and to entertain). ♦ Given familiar text, distinguish between the purpose of an expository text and the theme of the literary text. ♦ Given two familiar text one expository and one literary, match the theme and purpose to the appropriated passage.	**Reading: Informational Text**	8.R.I.3 : Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CONTENT Reading/ELA

STRAND Language Development

Grade 8			
Learning Standards as written			Essential and Prioritized Skill
Language Development	8LD-V9	Monitor text for unknown words or words with novel meanings, using word, sentence, and paragraph clues to determine meaning.	♦ Identify unknown words or words with novel meanings in text and use text clues to determine the meaning.

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Language Development ♦ Identify unknown words in a text ♦ Match contextual pictures with unknown words with the words (ex. word is hurricane; display several pictures, including a hurricane and have students pick) ♦ Complete a sentence by matching a word/picture ♦ Match words with multiple meanings to various pictures or words illustrating those meanings from grade level text	♦ Select correct picture among multiple meaning words, to complete a given sentence correctly ♦ Select correct word (or picture) among words with novel meanings to complete a given sentence ♦ Underline words with multiple meaning in sentences containing words with multiple meanings	♦ Underline unknown words (or words with novel meanings) in a selection and determine its meaning from the context (from a choice of 3) ♦ Determine which meaning of a multiple meaning word to use based on the context. (match pictures/object representing "skirt" –piece of clothing and moving around an object-- to appropriate sentences) 1.

General Education Example: Students work to understand the meaning of pickle *in a sentence, such as "The pickle was an important part of metal working." They use a dictionary to help clarify the use of the word "pickle" in this context.*

CONTENT Reading/ELA

STRAND Language Development

Grade 8			
Learning Standards as written			Essential and Prioritized Skill
Language Development	8LD-V10	Understand and explain "shades of meaning" for related words (e.g., annoyed, irritated, aggravated, irked, miffed, peeved, angry, irate, furious, enraged).	♦ Understand and explain "shades of meaning" for related words

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Language Development ♦ Match illustration/object to words that have similar meanings (e.g., the same object may be used to represent walk and amble) ♦ Given a list of words select those that do not belong (e.g., mad, angry irritated, happy)	♦ Differentiate between words by matching illustrations to the words (e.g., illustrations should indicate clear degree level: walk, jog, trot, race, etc.) ♦ Replace a word in a sentence with a related word (ex: Gloria is angry.) ♦ Match words with similar shades of meaning	♦ Write a continuum of words to help describe "shades of meaning" (e.g., irritated, miffed, angry, enraged) ♦ Complete a sentence using the word/picture with the best connotation ♦ Replace a word in a sentence with a similar word and identify how it changed the meaning of the sentence (from a choice of 3)

General Education Example: Students experiment with the power of words in their writing. Students are asked to re-write sentences with related words. For example, they substitute the word "mad" with such words as annoyed, irritated, aggravated, irked, miffed, peeved, angry, irate, furious, enraged.

CONTENT Reading/ELA
STRAND Literary Text

Grade 8				
Learning Standards as written				Essential and Prioritized Skill
Literary Text	8LT-G2	Identify and analyze how the different genres (e.g., poetry, short story, biography, drama) used by one particular author accomplish different aesthetic purposes.		♦ Identify and analyze different genres used by an author to accomplish different aesthetic purposes
Less Complex		**Possible Entry Points**		More Complex
	The student will:	**The student will:**		**The student will:**
Literary Text	♦ Identify the genre of a selection by an author (poetry or short story) ♦ Match the genre with its definition (e.g., poetry, short story, drama, biography) ♦ Given a text, identify the author's purpose (from a choice of 2)	♦ Given several texts from the same author, match the genre of a passage to the passage ♦ Given several passages from different texts of the same author, indicate how the purposes of each are different/similar ♦ Match a genre with a purpose ♦ Given two texts from the same author, match the genre with the text (e.g., using object representing adventure and one representing mystery, student will match that genre to texts) ♦ Given two text from the same author match the purpose with the text ♦ Define aesthetic purposes		♦ Given several passages from one author with different genres, explain how the author's purpose is different for each ♦ Match a genre with a purpose and one reason why that genre is best for that purpose. ♦ Identify different aesthetic purposes and details that help accomplish that purpose

General Education Example: Students read several selections from Avi, including an adventure story, a mystery, and several works of historical fiction. Titles could include Crispin: Cross of Lead, Nothing But the Truth, The Escape from Home, The True Confessions of Charlotte Doyle, *and* The Man Who Was Poe.

CONTENT Reading/ELA

STRAND Literary Text

Grade 8				
Learning Standards as written				Essential and Prioritized Skill
Literary Text	8LT-F5	Interpret the character's traits, emotions, or motivations, and provide supporting evidence from a text.		♦ Analyze a character's traits, emotions, or motivations and support with text
Less Complex		**Possible Entry Points**		More Complex
The student will:		**The student will:**		**The student will:**
Literary Text	♦ Identify characters and their roles ♦ Identify a character's emotions ♦ Identify a character's motivations	♦ Given a character map, record the character's traits on the map ♦ Given a descriptive passage, describe a character's traits, emotions, or motivations within the passage ♦ Develop a character web ♦ Describe a character using supporting evidence from text		♦ Analyze text to explain characters motivation (highlight motivations in the text) ♦ Complete a graphic organizer detailing the character's emotions and traits ♦ Answer questions to analyze a character's emotions

General Education Example: Students analyze the way a theme is developed throughout a book, such as the themes of prejudice and criticism of others shown throughout the events and characters in Summer of My German Soldier *by Bette Greene.*

STRAND Literary Text

Grade 8				
Learning Standards as written				Essential and Prioritized Skill
Literary Text	8LT-F6	Analyze the influence of setting (e.g., time of day, place, historical period, situation) on the problem and resolution.		♦ Analyze the influence of setting on the problem and resolution
Less Complex		**Possible Entry Points**		More Complex
The student will:		**The student will:**		**The student will:**
Literary Text	♦ Match pictures with the setting, the problem, and resolution of familiar passages ♦ Identify the problem and resolution ♦ Identify the setting	♦ Describe the problem and resolution of a passage ♦ Describe/illustrate the setting ♦ Write/draw a description of the setting from a familiar passage ♦ Answer yes/no questions about the problem/resolution from a passage		♦ Describe the setting of a passage and explain how that setting influences the problem of the passage ♦ Given a passage, change the setting and describe how the problem and resolution would change ♦ Given a familiar passage written in the context of a different setting, identify how the problem and resolution have changed. ♦ Answer yes/no questions about how the outcome would be different if the setting were different

General Education Example: Students recognize the influence of the settings in a book, such as the role of the North and South in the book The Watsons Go to Birmingham — 1963 *by Christopher Paul Curtis, in which an African American family from Michigan goes to visit relatives in Alabama in the summer of 1963.*

CONTENT Reading/ELA

STRAND Literary Text

Grade 8			
Learning Standards as written			Essential and Prioritized Skill
Literary Text	8LT-P8	Analyze the effects of sound (alliteration, internal rhyme, rhyme scheme), figurative language (personification, metaphor, simile, hyperbole), and graphics (capital letters, line length, word position) on the meaning of a poem.	♦ Analyze the effects of sound, figurative language, and graphics to interpret the meaning of a poem

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Literary Text ♦ Identify figurative language in given poem (personification, metaphor, simile, hyperbole) ♦ Given a familiar poem, identify the graphic features (capitol letters, line length, word position) of a poem ♦ Identify sound effects in a given poem (ex: alliteration)	♦ Identify(highlight) the figurative language that supports the meaning of the poem ♦ Explain the meaning of figurative language in a poem (select meaning from a choice of 3) ♦ Arrange a poem by rhyme scheme	♦ Explain how the figurative language affects the meaning of a poem ♦ Show how changing the graphics would change the meaning of the poem ♦ Write an original poem using figurative language, sound effects, or graphics ♦ Compare how the reader feels when reading a silly alliterative poem (Ogden Nash) vs. a serious alliterative poem (Ro0bert Frost)

General Education Example: Students explore ways in which poets use sound (as accompaniment) in humorous poems by authors such as Langston Hughes, Laura Richards, Lewis Carroll, Maya Angelou, Ogden Nash, Nikki Giovanni, or Shel Silverstein; or (as reinforcement of meaning) in serious poems by such writers as Robert Louis Stevenson, Rita Dove, Edna St. Vincent Millay, Sonia Sanchez, Al Young, Marianne Moore, or Alfred Noyes. Students compose individual poems and incorporate the above effects.

STRAND Literary Text

Grade 8			
Learning Standards as written			Essential and Prioritized Skill
Literary Text	8LT-S10	Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on the author's word choice and use of figurative language.	♦ Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on author's word choice and use of figurative language

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Literary Text ♦ Define mood ♦ Define style ♦ Define tone ♦ Identify the meaning of a poem from a choice of 3 ♦ Differentiate between prose, Poetry, and drama	♦ Select words that create mood in a given text ♦ Select words that give clues to the tone of a given work ♦ Explain/illustrate figurative language in a given text ♦ Identify figurative language in prose, poetry, and/or drama	♦ Explain how an author's word choice affected the mood of a literary work ♦ Explain how an author's word choice determine the tone of a literary work ♦ Classify mood or tone of a literary text through the expression of feelings invoked

General Education Example: Students read or listen to three poems from Stephen Dunning's anthology, Reflections On a Gift of Watermelon Pickle *that employ extended metaphor. They discuss the effect of extended metaphor poems on the reader or listener.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 8			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	8IT-E1	Compare and contrast the central ideas, problems, or situations from readings on a specific topic selected to reflect a range of viewpoints.	♦ Compare and contrast central ideas, problems, or situations from readings on a specific topic

	Less Complex	Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Informational Text	♦ Match problems stated in a reading passage to the passage ♦ Identify the topic of an article ♦ Match central idea to the correct reading or passage	♦ Use graphic organizer to compare author's purpose in two readings on the same topic ♦ Categorize central ideas, problems, or situations from various readings on a topic (ex: pros and cons of smaller class size in schools)	♦ Use graphic organizer to compare and contrast ideas, problems or situations from readings on the same topic ♦ Complete a Venn Diagram to demonstrate the relationship between the central ideas in two articles on the same topic (e.g., given two editorials, one for the Iraq surge and one against it, students will place the details for each argument on either side of the Venn Diagram and the common ideas in the middle) ♦ Use a graphic organizer to compare two problems or situations on the same topic from 2 readings [e.g., after completing a reading paired with objects, using objects to represent the effects of global warming for polar bears (ice melting→ not enough food (seals, fish)) and the effects of global warming on some islands (water covering the islands) students will place objects in a graphic organizer to represent the common cause and different effects of global warming]

General Education Example: Students read articles on the same current topic in magazines, such as Time *and* Newsweek, *and editorials in national or local newspapers. They compare and contrast the texts in how they present the issue.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 8					
Learning Standards as written				Essential and Prioritized Skill	
Informational Text	8IT-E2	Explain how an author uses word choice and organization of text to achieve his purposes.		♦ Explain author's word choice and organization of text to achieve his/her purpose	
Less Complex		Possible Entry Points		More Complex	
	The student will:		**The student will:**		**The student will:**
Informational Text	♦ Using context clues identify the meaning of unfamiliar words ♦ Identify words with multiple meanings ♦ List and define the different organizational patterns (ex: chronology, comparison, contrast, enumeration, etc.)		♦ Identify the organizational method used in the text ♦ Underline/highlight/point to words or sentences that support the author's purpose ♦ Identify author's purpose		♦ Describe an author's word choice within a passage ♦ Describe the organization of the text and why the author chose it ♦ Explain how the author's word choice enables him to achieve his/her purpose (e.g., students describe Langston Hughes' purpose in "I Too, Sing America" and then explain how changing key words would change the meaning of the poem—such as, if "dining room table" replaces "kitchen table")

General Education Example: Students read works by authors such as Maya Angelou and Langston Hughes to look at how each author uses language to achieve his or her purposes.

CONTENT Reading/ELA

STRAND Informational Text

Grade 8			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	8IT-E3	Distinguish between the concept of theme in a literary work and the author's explicit or implicit purpose in an expository text.	♦ Distinguish between theme in literary text and author's purpose in expository text

	Less Complex	Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Informational Text	♦ Distinguish between two passages, one expository and one literary ♦ Define implicit purpose ♦ Define explicit purpose ♦ Define theme	♦ Identify author's purpose implicit or explicit in expository text ♦ Identify theme in literary text (e.g., from a choice of 3 picture cards representing theme, student will identify the theme) ♦ Given two literary passages, match the theme with the passage ♦ Given two expository passages, match the purpose with the passage	♦ Fill in a graphic organizer comparing theme and author's purpose (e.g., good vs. evil and to entertain) ♦ Given familiar text, distinguish between the purpose of an expository text and the theme of the literary text ♦ Given two familiar texts one expository and one literary, match the theme and purpose to the appropriate passage

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Mathematic

Mathematics	Eighth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point**	**Entry Point More Complex**	**CCSS Strand**	**CCSS Matched Standard**
Number Sense and Operations	8NSO-N7 Demonstrate an understanding of the properties of arithmetic operations on rational numbers.	Apply the properties of arithmetic operations on rational numbers.	*From an array of number sentences, locate the one that illustrates associative property (“a + (b + c) = (a + b) + c” or “a(bc) = (ab)c”) • Form an array of number sentences, locate the one that illustrates commutative property (a + b = b + a or ab = ba) • From an array of number sentences, locate the one that illustrates distributive property ("a(b + c) = ab + ac")	*Given 3 choices, select the property illustrated in a number sentence • Classify number sentences according to the property illustrated	*Use associative, commutative or distributive property to solve problems. • Create a number sentence that demonstrates commutative property, associative property, and/or distributive property	Number and Operations in Base Ten Operations and Algebraic Thinking	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. 3.OA.5 Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)

Number Sense and Operations	8NSO-E17 Determine estimates to a certain stated accuracy.	Estimate to a stated accuracy.	*Locate numbers on a number line • Identify if a number is closer to 5 or zero on a number line • Identify if a number is closer to 5 or 10 on a number line	*Round a number to the nearest tenth (e.g., .158 to .16) • Estimate if you can have enough money to purchase a specific item	*Estimate to the nearest whole dollar • Use estimation to determine if a product should be larger or smaller than the terms(factors that are being multiplied) • Use estimation to determine if a quotient should be larger or smaller than the terms (divisor and dividend)	Equations and Expressions	7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
Number Sense and Operations	8NSO-C9 Solve problems involving ratio units such as miles per hour, dollars per pound, or persons per square mile.	Solve problems involving ratio units.	*Given an array of number sentences and ratio units, select the ratio unit (350.6 lbs., 5 mi per hour.). • Complete the ratio unit by selecting the correct unit from an array (60 mi/(lb,$,hr).	*Identify a ratio unit. • Match a ratio unit with the words describing it	*Solve problems involving ratio units. • Use task analysis to solve problems involving ratio units.	Ratios and Proportional Relationships	7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour. 7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

Number Sense and Operations	8NSO-C11 Solve problems that involve markups, commissions, profits, and simple and compound interest.	Apply markups, commissions, profits and simple and/or compound interest	*Identify the simple interest formula from the three choices • Using a picture sentence depicting the sequence of events involving mark-up, profits and interest, select the transaction	*Define the variables in the simple interest formula • Given a word problem, select the appropriate formula to be used to solve a problem (Formula may be expressed pictorially)	*Given the whole sale price and markup value of an item, determine the retail price by using task analysis • Given the formula, I = prt, compute the interest of an investment.	Ratios and Proportional Relationships	7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour. 7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
Patterns, Relations & Algebra	8PRA2 Set up and solve linear equations and inequalities with one or two variables using algebraic methods and graphs.	Set up and solve linear equations and inequalities.	*Identify all six inequality symbols. • Fill in the blank with the appropriate inequality symbol.	*Set up linear equations • Solve linear equations	*From word problem (may be expressed pictorially), set up and solve linear equations using algebraic methods • From a word problem (maybe expressed pictorially), set up and solve linear equations using graphs	Equations and Expressions	8.EE.7 Solve linear equations in one variable. 8.EE.7.a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).

Patterns, Relations & Algebra	8PRA3 Use linear equations to model and analyze problems involving proportional relationships.	Use linear equations to model and analyze proportional relationships	*Identify a proportion • Fill in the missing number in a given proportion	*Match a proportion to it's graphical representation • Given a ratio, select an equivalent ratio	*Model proportional relationship with a linear equation • Analyze problems involving proportional relationship • Given a recipe, use proportional relationship to increase or decrease the amount of ingredients to arrive at a specific number of servings.	Ratios and Proportional Relationshops	7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.
Patterns, Relations & Algebra	8PRA7 Interpret the formula (-x)(-y) = xy in calculations involving such things as distance, speed, and time, or in the graphing of linear functions. Use this identity to simplify algebraic expressions [e.g., (-2)(-x + 2) = 2x – 4)].	Apply the rules of integers to the formula (-X)(-Y) =XY in the real world calculations (distance, speed and time) or in graphing linear equations.	*Identify negative and positive numbers • Recognize the difference between positive and negative integers by sorting them into two groups • Given a clear representation of a negative action (losing money, reducing speed limit, dropping temperature), match the representation to the negative sign • Given a clear representation of a positive action (earning money, increasing speed limit, raising temperature), match the representation to the positive sign	*Using manipulatives (algebra tiles) that represent negative numbers, show that the product is positive • Using task analysis, multiply two negatives and select the correct (positive) product from an array • Given different situations (distance, time or money), determine if the situation is positive or negative	*Compare the time lines of historical periods that include A.D. and B.C.. • Using a pictorial situation involving distance or time, demonstrate that neither can be a negative value	The Number System	7.NS.1.a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. 7.NS.1.c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

Patterns, Relations & Algebra	8PRA8 Explain and analyze – both quantitatively and qualitatively, using pictures, graphs, charts, and equations – how a change in one variable results in a change in another variable in functional relationships e.g., C= πd , A = πr2 (A is a function of r), A rectangle = lw (A rectangle as a function of l and w).d	Explain and analyze functional relationships both quantitatively and qualitatively using pictures, graphs, charts, and equations.	*Given a function table with the missing values, select from an array of numbers the correct value that makes the function true. • Using manipulatives, recognize that a function has increase or decrease.	*Given two rectangles with the same lengths but different widths, determine the difference of their areas (adding a leaf of a table). • Complete a function table that has missing values.	*Given a circle, determine the change of its circumference and area using pictures or graphs when its radius is halved, doubled or tripled. • Given several rectangles, determine the outcome when the width is changed by different factors and identify the functional relationship (increasing the width = large area). • Given two rectangles with the same lengths and different widths, use task analysis to determine the difference between the two areas.	Functions	8.F.3. Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

Data Analysis, Patterns & Relations	8DASP2 Select, create, interpret, and use various tabular and graphical representations of data (e.g., scatter plots, box-and-whisker plots).	Create and interpret graphical or tabular representations of data.	*Given several graphs, select the one that matches a set of data points • From four different types of graphs, select two that represent the same set of data points	*Interpret data in a graph • Match a graph with appropriate data	*Create a tabular representation of data and answer questions about the data • Create a graph and describe the data within it	Measurement and Data Statistics and Probability Functions	3.MD.1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. 8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. 8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

Data Analysis, Patterns & Relations	8DASP3 Recognize practices of collecting and displaying data that may bias the presentation or analysis.	Recognize practices that bias the presentation or analysis of data.	*Given three scenarios, recognize the one that represents bias • Given two graphs and their data points, identify which one is incorrect	*Given two data displays, select the one which demonstrates bias (e.g. a graph obviously skewed.) • Given pictorial representation of different groups of people, select the group that would generate the least biased information when a demographic question such as: How often do you go clubbing? is asked. (This represents younger people.)	*From a list of data collecting practices, select the ones that would bias the analysis • From a list of data collecting practices, select the ones that would bias the presentation analysis (scale, dimension, omitted info.)	Statistics and Probability	6.SP.5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

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CONTENT Science

STRAND Forces

Grade 8			
Learning Standards as Written			**Essential and Prioritized Skill**
Forces	8.10.1	Explain that every object exerts an attractive gravitational force on every other object.	• Understand gravitational force as it relates to objects.

Less Complex		**Possible Entry Points**	More Complex
	The student will:	**The student will:**	**The student will:**
	• Define gravitational force. • Identify an object that exerts a gravitational force.	• Demonstrate gravitational force. • Use different objects to demonstrate gravitational force.	• Using a diagram, compare the amount of gravitational force acting between objects. • Explain how an object's weight is a measure of the gravitational force of a planet/moon acting on that object.

Grade 8			
Learning Standards as Written			**Essential and Prioritized Skill**
Forces	8.11.1	Recognize that a force has both magnitude and direction.	• Understand vector quantity.

Less Complex		**Possible Entry Points**	More Complex
	The student will:	**The student will:**	**The student will:**
	• Define magnitude and direction. • Distinguish between magnitude and direction.	• Illustrate the magnitude of two objects. • Using objects, demonstrate a force.	• Using a diagram, demonstrate a force. • Classify vectors using quantities.

CONTENT Science

STRAND Forces

Grade 8			
Learning Standards as Written			**Essential and Prioritized Skill**
Forces	8.11.2	Observe and explain that when the forces on an object are balanced (equal and opposite forces that add up to zero), the motion of the object does not change.	• Demonstrate and understanding that when the forces on an object are balanced, the motion of the object does not change.

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
• Define motion • Identify a balanced force.	• Define equal and opposite forces. • List three examples of a balanced force. • Using words, objects, or pictures, match balanced forces to a definition of balanced forces.	• Draw a diagram to show a balanced force. • Describe how forces affect the motion of an object.

Entry Points – Grade 10

ELA

Common Core Crosswalk with DC CAS-Alt Entry Points August 2012

ELA	Tenth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Language Development	10.LD-V.9 Distinguish between the denotative and connotative meaning of words and interpret the connotative power of words.	Distinguish between the literal and figurative meaning of words.	♦ Given a definition of a word, identify the word. ♦ Identify the denotative meaning of a word (e.g., choose the appropriate object from a choice of three when asked for the meanings of a word). ♦ Identify the connotative meaning of a word.	♦ Given a word, identify the figurative and literal meanings of the word used in the context of a passage and illustrate the feeling. ♦ Given a word in context, identify the emotions or feelings of the word as used in the passage.	♦ Given a word used in the context of a passage, compare the literal and figurative meaning of a word. ♦ Given a word used in the context of a passage, identify implied meaning of the word and determine if the implied meaning is negative or positive.	**Language**	9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Literary Text	10.LT-F4 Analyze such elements in fiction as foreshadowing, flashbacks, suspense, and irony.	Analyze literary techniques of fiction.	♦ Match the definition to the correct literary technique (e.g., flashbacks, foreshadowing, suspense, or irony). ♦ Identify flashbacks in a text. ♦ Distinguish between flashbacks and foreshadowing from a given literary text.	♦ Given passages from familiar literary text, classify the passage based on the literary technique used (e.g., foreshadowing/flashback). ♦ Describe how foreshadowing is used in a text. ♦ Describe how irony is used in a text. ♦ Determine the correct use of irony in a given passage dramatic, situational, and verbal). ♦ Paraphrase an example of foreshadowing from a given literary text.	♦ Evaluate whether the suspense in a story worked. ♦ Compare two examples of irony to determine which one is more powerful. ♦ Analyze the author's use of irony in a given literary work (e.g., how is the Scarlet Letter ironic?) ♦ Create a graphic organizer that illustrates the effect of foreshadowing. ♦ Justify your choice of the most suspenseful event(s) in a given text.	**Reading: Literature**	9-10.R.L.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

ELA	Tenth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	10.LT-F5 Explain how narrator's point of view affects tone, characterization, and plot.	Explain how narrator's point of view affects tone, characterization, and plot.	♦ Identify characteristics of text written in 1st person (e.g., "I", "we" focus on feelings, limited point of view, etc.). ♦ Define point of view. ♦ Identify characteristics of text written in 3rd person. ♦ Identify the tone (the words the author uses to convey his attitude about the subject) of the literary text. ♦ Identify the plot of a literary text. ♦ Identify the characters and their traits from a literary text.	♦ Indicate whether a selection in written in 1st or 3rd person. ♦ Given various passages from familiar texts, determine the point of view for each. ♦ Locate key words in a selection that assist in the determination of the narrator's point of view (1st or 3rd person). ♦ Match the narrator's point of view to a familiar story.	♦ Describe how point of view (first or third person) affects the tone of a piece. ♦ Explain how point of view (1st or 3rd person) effects the characterization of a piece. ♦ Explain how the point of view (1st or 3rd person) affects the plot of a story. ♦ Compare how two different narrators (1st or 3rd person) affects the plot of a story. ♦ Compare how two different narrators (1st or 3rd person) would describe the same character. ♦ Given selections of the narrator's point of view (1st or 3rd person); describe how they affect the plot (e.g. by selecting the description of a choice of 3).	**Reading: Literature**	11-12.R.L.3 : Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ELA	Tenth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Literary Text	10.LT-S10 Analyze the author's use of figurative language, including personification, symbolism, simile, metaphor, hyperbole, allusion, and imagery in a poetry selection.	Identify and explain the poet's use of figurative language.	♦ Distinguish between types of figurative language. ♦ Match definitions to the correct type of figurative language (e.g., simile, metaphor, symbolism, irony, personification, imagery).	♦ Draw a picture illustrating the figurative and literal meaning of a metaphor. ♦ Identify different forms of figurative language (metaphors, symbolism, irony) in poems. ♦ Given a poem, describe the poets use of figurative language.	♦ Analyze how hyperbole (exaggeration to express strong emotion or to create a comic effect), effects a poem's purpose. ♦ Given several choices explain the poet's use of symbolism. ♦ Identify personification and explain how it helps the poem make its point (giving human characteristics to non human things, such as the tree wept). ♦ Answer questions to analyze the poet's use of figurative language.	**Reading: Literature**	9-10.R.L.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Literary Text	10.LT-T3 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.	Analyze theme as it relates to real life situations, supported with text evidence.	♦ Given a passage with a familiar text with a single theme the student will identify the theme. ♦ Recognize that theme is the point of the story. ♦ Identify the theme of a story (e.g., After reading or listening to a theme based story, identify a picture depicting the theme from a choice of 2).	♦ Match each theme to its appropriate story. ♦ Classify passages by theme using a graphic organizer. ♦ Given examples of text, identify dual themes (e.g., life/death, love/hate, society/individual, known/unknown) or single themes (e.g., love, friendship, adventure).	♦ Compare the theme (a word or phrase of a given passage to the student's life and support it with text (Text to Self). ♦ Given a passage from a grade level literary text that can be modified to illustrate the theme (love, envy and Coming of Age) student will compare a theme of a text with a universal view on life and support it with text.	**Reading: Literature**	9-10.R.L.2 : Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELA	Tenth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Informational Text	10.IT-A.9 Analyze the logic and use of evidence in an author's argument.	Analyze logic and use evidence an author uses.	♦ Given a sentence, identify if the statements is true or false. ♦ Identify evidence that supports the premise. ♦ Identify the author's argument by choosing the correct argument summary from a choice of 2. ♦ Identify references in an argument. ♦ Look up references from an argument.	♦ Given a passage, identify whether an argument is true or false. ♦ Define circular reasoning or linear reasoning (e.g., use a graphic organizer to illustrate the difference between circular reasoning and linear reasoning). ♦ Given a passage or text, identify the evidence used in the author's argument and list evidence to support the argument. ♦ Determine whether references are from a trusted source or not (e.g., a scientific organization vs. Joe Schmoe's blog).	♦ Given a passage, or text, determine if the author's argument is valid or invalid (e.g., identifying specific sentences as fact or opinion and then determining if the argument is more fact than opinion). ♦ Given a passage or text, identify common fallacy such as intentional fallacy, biological fallacy such as intentional fallacy or circular reasoning (e.g., biological fallacy-all women are better nurturers than men because they are able to give birth; circular reasoning-the sky is blue because it is blue).	**Reading: Informational Text**	9-10.R.I.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Informational Text	10.IT-E2 Explain the author's stated (or implied) purpose(s) for writing expository text.	Explain the author's purpose (stated or implied) in expository text.	♦ List details found in an expository text. ♦ Answer questions of who, what, where, when, and how in relation to expository text. ♦ Identify as expository or not expository text. ♦ Identify the three main purposes of writing (to entertain, to persuade, to inform) (e.g., via the use of objects, pictures, symbols, or words).	♦ Identify the author's purpose of expository text (newspapers, magazines, maps, schedules, pamphlets, etc.) ♦ Make an outline of the author's purpose and supporting details of an expository text. ♦ Match excerpts writing to the purposes (inform, persuade or entertain.	♦ Summarize an expository text by stating the author's purpose and identifying the important details from journals, newspapers, booklets, etc. (to inform, to persuade, or to entertain). ♦ Given a list of statements decide which 3 statements support an author's purpose in an expository text. ♦ Generate 3-5 statements that support an author's purpose in a given expository text. ♦ Given an expository text, explain the author's purpose.	**Reading: Informational Text**	9-10.R.I.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

ELA	Tenth Grade						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point More Complex**	**Entry Point Most Complex**	**CC Strand**	**CC Matched Standard**
Informational Text	10.IT-E5 Make relevant inferences by synthesizing concepts and ideas from a single reading selection.	Make relevant inferences based on the text.	♦ Predict what will happen next a text. ♦ Answer who-what questions about informational text to make inferences.	♦ Given informational text, compare known information to unknown information through the use of a graphic organizer and pre-reading activities. ♦ Use relevant inferences based on information form the text to relate to life experiences (text to self).	♦ Make inferences based on the text. ♦ Identify the evidence used to make a specific inference about the text.	**Reading: Informational Text**	9-10.R.I.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT Reading/ELA

STRAND Language Development

Grade 10				
Learning Standards as written			Essential and Prioritized Skill	
Language Development	10LD-V9	Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.	♦ Distinguish between the literal and figurative meaning of words	
Less Complex		**Possible Entry Points**		More Complex
	The student will:		**The student will:**	**The student will:**
Language Development	♦ Given a definition of a word, identify the word ♦ Identify the denotative meaning of a word (e.g., choose the appropriate object from a choice of three when asked for the meaning of a word) ♦ Identify the connotative meaning of a word		♦ Given a word, identify the figurative and literal meanings of the word used in the context of a passage and illustrate the feeling ♦ Given a word in context, identify the emotion or feeling of the word as used in the passage.	♦ Given a word used in the context of a passage, compare the literal and figurative meaning of a word ♦ Given a word used in the context of a passage, identify implied meaning of the word and determine if the implied meaning is negative or positive

General Education Example: Students watch televised political advertisements, pointing out which words have denotative meanings and which ones have connotative meanings per their own interpretation. Students describe how the connotative words affected their overall opinion of the message and the effects those words had on the persuasiveness of the message (e.g., does it make the message stronger; was the connotation negative, therefore knnnning you against the message?).

CONTENT Reading/ELA

STRAND Literary Text

Grade 10			
Learning Standards as written			Essential and Prioritized Skill
Literary Text	10LT-T3	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.	♦ Analyze theme as it relates to real life situations, supported with text evidence.

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Literary Text ♦ Given a passage with a familiar text with a single theme the student will identify the theme. ♦ Recognize that theme is the point of the story. ♦ Identify the theme of a story (e.g., After reading or listening to a theme based story, identify a picture depicting the theme from a choice of 2,)	♦ Match each theme to its appropriate story. ♦ Classify passages by theme using a graphic organizer. ♦ Given examples of text, identify dual themes (e.g., life/death, love/hate, society/individual, known/unknown) or single themes (e.g., love, friendship, adventure)	♦ Compare the theme (a word or phase of a given passage to the student's life and support it with text (Text to Self). ♦ Given a passage from a grade level literary text that can be modified to illustrate the theme (love, envy and Coming of Age) student will compare a theme of a text with a universal view on life and support it with text.

General Education Example: Students read Macbeth *to analyze the theme of power or gender. They read* Go Tell it on the Mountain *by James Baldwin to analyze the theme of the role of the church (and more specifically religion and subcultures).*

CONTENT Reading/ELA

STRAND Literary Text

Grade 10			
Learning Standards as written			Essential and Prioritized Skill
Literary Text	10LT-F4	Analyze such events in fiction such as foreshadowing, flashbacks, suspense, and irony.	♦ Analyze literary techniques of fiction

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Literary Text ♦ Match the definition to the correct literary technique (e.g., flashbacks, foreshadowing, suspense or irony) ♦ Identify flashbacks in a text ♦ Distinguish between flashbacks and foreshadowing from a given literary text.	♦ Given passages from familiar literary text, classify the passage based on the literary technique used (e.g., foreshadowing/flashback) ♦ Describe how foreshadowing is used in a text ♦ Describe how irony is used in a text ♦ Determine the correct use of irony in a given passage (dramatic, situational and verbal) ♦ Paraphrase an example of foreshadowing from a given literary text.	♦ Evaluate whether the suspense in a story worked ♦ Compare two examples of irony to determine which one is more powerful ♦ Analyze the author's use of irony in a given literary work (e.g., how is the Scarlet Letter ironic?) ♦ Create a graphic organizer that illustrates the effect of foreshadowing ♦ Justify your choice of the most suspenseful event(s) in a given text

General Education Example: Students analyze elements of foreshadowing and flashbacks in The Scarlet Letter. *How are these devices useful in books where the narrative (plot) is essential to the state of mind of the characters?*

CONTENT Reading/ELA

STRAND Literary Text

Grade 10			
Learning Standards as written			Essential and Prioritized Skill
Literary Text	10LT-F5	Explain how a narrator's point of view affects tone, characterization, and plot (e.g., Harper Lee's To Kill a Mockingbird or Richard Wright's Native Son).	♦ Explain how narrator's point of view affects tone, characterization, and plot

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Literary Text ♦ Identify characteristics of text written in 1st person (e.g., "I", "we" focus on feelings, limited point of view, etc.) ♦ Define point of view ♦ Identify characteristics of text written in 3rd person ♦ Identify the tone (the words the author uses to convey his attitude about the subject) of the literary text. ♦ Identify the plot of the a literary text ♦ Identify the characters and their traits from a literary text	♦ Indicate whether a selection is written in 1st or 3rd person ♦ Given various passages from familiar texts, determine the point of view for each. ♦ Locate key words in a selection that assist in the determination of the narrator's point of view (1st or 3rd person) ♦ Match the narrator's point of view to a familiar story.	♦ Describe how point view (first or third person) affects the tone of a piece. ♦ Explain how point of view (1st or 3rd person) effects the characterization of a piece ♦ Explain how the point of view (1st or 3rd person) affects the plot of a story ♦ Compare how two different narrators (1st or 3rd person) would describe the same character ♦ Given selections of the narrator's point of view (first or third person); describe how they affect the plot (e.g. by selecting the description of a choice of 3).

General Education Example: Students analyze the impact of the narrator in Ernest Hemingway's After the Storm *(first person) and Nathaniel Hawthorne's* Scarlet Letter *(third person).*

CONTENT Reading/ELA

STRAND Literary Text

Grade 10			
Learning Standards as written			Essential and Prioritized Skill
Literary Text	10LT-S10	Analyze the author's use of figurative language, including personification, symbolism, simile, metaphor, hyperbole, (a poetry selection.	♦ Identify and explain the poet's use of figurative language.

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Literary Text ♦ Distinguish between types of figurative language. ♦ Match definitions to the correct type of figurative language (e.g., simile, metaphor, symbolism, irony, personification, imagery)	♦ Draw a picture illustrating the figurative and literal meaning of a metaphor ♦ Identify different forms of figurative language (metaphors, symbolism, irony) in poems ♦ Given a poem, describe the poet's use of figurative language	♦ Analyze how hyperbole (exaggeration to express strong emotion or to create a comic effect), effects a poem's purpose. ♦ Given several choices explain the poet's use of symbolism ♦ Identify personification and explain how it helps the poem make its point (giving human characteristics to non human things, such as the tree wept). ♦ Answer questions to analyze the poet's use of figurative language

General Education Example: Students read several selections from Robert Frost and identify the many types of figurative language evident in his poetry. For example, students read "Devotion" (metaphor), "Mending Wall" (simile and apostrophe), "Stopping by Woods" (symbol, synecdoche, and hyperbole), and "The Road Not Taken" (irony and symbol).

CONTENT Reading/ELA

STRAND Informational Text

Grade 10				
Learning Standards as written			Essential and Prioritized Skill	
Informational Text	10IT-E2	Explain the authors stated or implied purpose(s) for writing expository text.	♦ Explain the author's purpose (stated or implied) in expository text.	
Less Complex		**Possible Entry Points**		More Complex
The student will:		**The student will:**	**The student will:**	
Informational Text	♦ List details found in an expository text ♦ Answer questions of who, what, where, when, and how in relation to expository text ♦ Identify as expository or not expository texts ♦ Identify the three main purposes of writing (to entertain, to persuade, to inform) (e.g., via the use of objects, pictures symbols, or words)	♦ Identify the author's purpose of expository text (newspapers, magazines, maps, schedules, pamphlets, etc.) ♦ Make an outline of the author's purpose and supporting details of an expository text ♦ Match excerpts writing to the purposes (inform, persuade or entertain)	♦ Summarize an expository text by stating the author's purpose and identifying the important details from journals, newspapers, booklets, etc. (to inform, to persuade or to entertain) ♦ Given a list of statements decide which 3 statements support an author's purpose in an expository text ♦ Generate 3-5 statements that support an author's purpose in a given expository text ♦ Given an expository text, explain the author's purpose.	

General Education Example: After reading a piece of historical nonfiction, such as When Justice Failed: The Fred Korematsu Story *by Steven A. Chin about the internment of Japanese Americans during World War II, students describe the author's purpose for writing.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 10				
Learning Standards as written			Essential and Prioritized Skill	
Informational Text	10IT-E5	Make relevant inferences by synthesizing concepts and ideas from a single reading selection.	♦ Make relevant inferences based on the text	
Less Complex		**Possible Entry Points**		More Complex
	The student will:	**The student will:**		**The student will:**
Informational Text	Given informational text: ♦ Predict what will happen next in a text ♦ Answer who - what questions about informational text to make inferences	♦ Given informational text, compare known information to unknown information through the use of a graphic organizer and pre-reading activities. ♦ Use relevant inferences based on information from the text to relate to life experiences (text to self)		Given informational text: ♦ Make inferences based on the text ♦ Identify the evidence used to make a specific inference about the text

CONTENT Reading/ELA

STRAND Informational Text

Grade 10				
Learning Standards as written			Essential and Prioritized Skill	
Informational Text	10IT-A9	Analyze the logic and use of evidence in an author's argument.	♦ Analyze logic and use evidence an author uses.	
Less Complex		**Possible Entry Points**		More Complex
	The student will:	**The student will:**		**The student will:**
Informational Text	♦ Given a sentence, identify if the statements is true or false ♦ Identify evidence that support s the premise ♦ Identify the author's argument by choosing the correct argument summary from a choice of 2 ♦ Identify references in an argument ♦ Look up references from an argument	♦ Given a passage, identify whether an argument is true or false ♦ Define circular reasoning or linear reasoning (e.g., use a graphic organizer to illustrate the difference between circular reasoning and linear reasoning) ♦ Given a passage or text, identify the evidence used in the author's argument and list evidence to support the argument ♦ Determine whether references are from a trusted source or not (e.g., a scientific organization vs. Joe Schmoe's blog)		♦ Given a passage or text, determine if the author's argument is valid or invalid (e.g., identifying specific sentences as fact or opinion and then determining if the argument is more fact than opinion) ♦ Given a passage or text, identify common fallacy such as intentional fallacy, biological fallacy such as intentional fallacy or circular reasoning (e.g., biological fallacy—all women are better nurturers than men because they are able to give birth; circular reasoning the sky is blue because it is blue)

General Education Example: Students evaluate articles by judging the references, the author's presentation of facts and opinions, and the date of publication.

Entry Points – Grade 10

Mathematics

Common Core Crosswalk with DC CAS-Alt							September 2013
Mathematics	**High School**						
DC Strand	**DC Standard***	**Essential and Prioritized Skill**	**Entry Point Less Complex**	**Entry Point**	**Entry Point More Complex**	**CCSS Strand**	**CCSS Best Aligned Standard**
Patterns, Relations & Algebra	AI.P.5 Demonstrate an understanding of the relationship between various representations of a line. Determine a line's slope and x- and y-intercepts from its graph or from a linear equation that represents the line.	Translate various representations of a line and demonstrate an understanding of line's slope.	*Identify the different types of slope (zero, positive, negative and undefined) • Match ordered pairs of the point in the coordinate plane. • Locate the x and y axis on a graph	*Determine which ordered pair is described by the given line (e.g., from a set of 3 sets of ordered pairs, choose the pair that is represented). • Determine which line is described by the given points. • Define slope (match to definition) • Define intercept (match to definition)	*Use task analysis to determine the slope of the line from a linear equation and/or from its graph. • Determine a line's slope from a graph and its x and y intercepts • Graph a line from a two sets of ordered pairs	Ratios and Proportional Relationships Expressions and Equations	7.RP.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. 7.RP.2a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin 8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed
Patterns, Relations & Algebra	AI.P.8 Add, subtract, and multiply polynomials with emphasis on 1st- and 2nd-degree polynomials.	Add, subtract, and multiply polynomials	*Identify numbers, exponents, or symbols within a polynomial equation • Distinguish between like and unlike terms	*Add polynomials (combine like terms) • Subtract polynomials • Solve an equation that includes an exponent (4 + 32). • Solve for an exponent	*Multiply polynomials (Use laws of exponents) • Add, subtract and multiply polynomials • Add, subtract and multiply 2nd degree polynomials	Arithmetic with Polynomials and Rational Expressions A	A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Patterns, Relations & Algebra	AI.P.9 Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms, factoring [e.g., a2 – b2 = (a + b)(a – b), x2 + 10x + 21 = (x + 3)(x + 7), 5x4 + 10x3 – 5x2 = 5x2(x2 + 2x – 1)], identifying and canceling common factors in rational expressions, and applying the properties of positive integer exponents.	Apply knowledge of symbolic manipulation by using factors and positive integer exponents to simplify polynomials and rational expressions.	*Identify numbers, exponents or symbols in a polynomial equation • Identify the factors of a number • Select from an array the factors of a given number	*Match factors to the corresponding polynomials • Identify common factors of a polynomial in a rational expression	*Identify and cancel out common factors in rational expressions • Simplify an equation that includes an exponent (4 + 32) • Simplify an equation that requires factorization	Seeing Structure in Expressions	A.SSE.1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P. A.SSE. 2. Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).
Patterns, Relations & Algebra	AI.P.13 Solve equations and inequalities, including those involving absolute value of linear expressions (e.g., |x – 2| > 5), and apply to the solution of problems.	Solve equations and inequalities	*Distinguish between the six inequality symbols. • Match absolute value to various representations *Sort the different graphs of inequality (i.e., <,≤, >, and ≥)	*Identify whether or not a given graph is a solution of an inequality. • Match the inequalities represented by a number sentence to corresponding graphs.	*Solve equations and/or inequalities • Graph equation and/or inequality.	Equations and Expressions	7.EE.4b b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.

Patterns, Relations & Algebra	AI.P.14 Solve everyday problems (e.g., compound interest and direct and inverse variation problems) that can be modeled using linear or quadratic functions. Apply appropriate graphical or symbolic methods to the solution.	Apply appropriate graphical or symbolic methods to solve problems that can be modeled using linear or quadratic functions.	*Define a linear function • Identify the salient features of a linear function • Identify a quadratic function from a choice of 3	*Match a word problem to the correct function table or linear equation • Translate a word problem that can be modeled with linear or quadratic methods into an equation	*Solve a compound interest problem using appropriate graphical methods • Using a function table to solve linear functions • Complete a function table to represent word problems	Functions	8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
Patterns, Relations & Algebra	AI.P.15 Solve everyday problems (e.g., mixture, rate, and work problems) that can be modeled using systems of linear equations or inequalities. Apply algebraic and graphical methods to the solution.	Apply graphical and algebraic methods to solve systems of linear equations and inequalities.	*Solve a problem involving a specified unknown • Identify an inequality by locating (circling, marking, pointing to) the salient features of inequalities • Given an array of systems of linear equations and systems of linear inequalities, sort into correct groups.	*Use task analysis to solve a work problem using a function table (Dewayne takes 2 hours to paint the fence, Shannon takes 1 hour. How long do they take together?) • Use task analysis to solve a rate problem • Use task analysis to solve a mixture problem	*Apply graphical methods to solve systems of linear equations and/or inequalities. • Apply algebraic methods to solve systems of linear equations and/or inequalities.	Functions	8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

Algebra I	AI.D.1 Select, create, and interpret an appropriate graphical representation (e.g., scatter plot, table, stem-and-leaf plots, circle graph, line graph, and line plot) for a set of data, and use appropriate statistics (e.g., mean, median, range, and mode) to communicate information about the data. Use these notions to compare different sets of data.	Interpret graphical representations of data using statistics to compare data.	*Locate information on a circle graph • Locate information on a mathematical table • Define the mean • Match terms mean, median and mode with correct definitions	*Calculate the mean of a given set of numbers • Create a stem and leaf plot from a list of two digit numbers. • Match a circle graph to the correct data	*Compare and contrast data from two different graphical representations • Using a graphical representation, identify which data to use and then calculate the mean • Find data on a graph and calculate the mean • Interpret the mean after looking at a line graph (e.g., given a line graph, identify the mean)	Interpreting Categorical and Quantitative Data	S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Geometry	G.G.3 Apply properties of sides, diagonals, and angles in special polygons; identify their parts and special segments (e.g., altitudes, midsegments); determine interior angles for regular polygons.	Apply properties of sides, diagonals, and angles in special polygons (including being able to calculate interior angles, identify parts and special segments)	*Identify sides and angles in triangles • Sort polygons by the number of sides. • Define polygon	*Given one angle in an equilateral triangle, determine the measure of the other angles. • Identify the different parts of a polygon (sides, interior/exterior angles, diagonals and/or altitudes). • Classify polygons with similar parts (e.g., interior angles of 90 degrees, diagonals of similar length, etc.) • List three angles that could make up a triangle the sum equals 180 degrees).	*Calculate the third angle of a triangle given the other two angles. • Determine which sides are equal given an isosceles triangle (e.g., from an array of different types of triangles find two sides of one of these triangles that are of equal length) • Use properties of sides, angles and diagonals of polygons to solve problems (e.g., if a square is bisected by a diagonal, do the two resulting shapes have equal or unequal sides).	Geometry-Conguence	G-CO 10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. G-CO 11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
Geometry	G.G.15 Use the properties of special triangles (e.g., isosceles, equilateral, 30º-60º-90º, 45º-45º-90º) to solve problems.	Apply the knowledge of special triangles (isosceles and equilateral) to solve problems	*Identify a triangle regardless of their difference in size and shape. • Distinguish between isosceles, equilateral, and right triangles.	*Classify triangles by the number of equal sides. • Classify triangles by the number of equal angles.	*Given one angle in an equilateral triangle determine the measure of the third. • Calculate the measure of one acute angle in a right triangle when the other acute angle is given. • Determine the measurements of the sides and/or angles of special triangles using their properties.	Geometry-Conguence	G-CO 10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

Geometry	G.G.20 Draw the results and interpret transformations on figures in the coordinate plane such as translations, reflections, rotations, scale factors, and the results of successive transformations. Apply transformations to the solution of problems.	Analyze and apply transformations such as translation, reflections, rotations, and scale factors to solve problems.	*Identify a reflection, translation, rotation and /or dilation (e.g., given a figure and an array of transformations, select the one that is a reflection, rotation, translation, and/or dilation). • Match a reflection and /or rotation (e.g., given a figure and an array of transformations, match the one that is a reflection and/or rotation).	*Match figures that are of the same shapes but of different sizes. • Classify shapes as reflections or rotations	*Using manipulatives, perform specified transformations that would result in the manipulative fitting into a template (e.g., complete a three dimensional puzzle). • Predict what shape will come next in a series of transformations. • Given three choices, select shapes that come next in the series of rotations, translations, and/or reflections (e.g., Given a patterned series, select from an array the figure that could come next).	Geometry-Conguence	G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. G-CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. G-CO.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. G-CO.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
Geometry	G.G.21 Demonstrate the ability to visualize solid objects and recognize their projections, cross sections, and graph points in 3-D.	Recognize/evaluate projections, cross sections, or graph points in 3-D.	*Identify 2-D objects from a selection of 2D & 3D objects • Identify 3-D objects from a selection of 2D & 3D objects. • Identify the properties of 2 dimensional objects.	*Define a projection. • Match a solid object with a 3-D representation of that object • Distinguish between a 2 vs. 3 dimensional object	*Evaluate by matching solid objects with its projection. • Evaluate by matching solid objects with its cross section. • Evaluate by matching solid objects with the correct graph.	Geometry-Geometric Measurement and Dimension	G-GMD.4. Identify the shapes of two-dimensional cross-sections of threedimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Geometry	G.G.22 Find and use measures of perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles.	Apply measures of perimeter, circumference, and area of common geometric figures.	*Choose the right tool to measure an object • Define perimeter • Define area. • Define circumference	*Find the perimeter of a square, rectangle (e.g., given the formula, use task analysis to determine the perimeter of a rectangle and choose the correct answer from 3 possible choices). • Find the circumference of a circle. • Use tiles or other manipulatives to determine the area of a given rectangles, and/or squares. • Use task analysis to determine the area of a circle	*Use perimeter to solve a problem (e.g., Use perimeter formula to calculate the size of a rug needed to cover the floor.) • Given choices, determine whether to use area or perimeter to solve a problem and calculate it.	Measurement and Data	4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

CONTENT: Mathematics

STRAND: Patterns, Relations, & Algebra

Grade 10

Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, & Algebra	AI.P.5	Demonstrate an understanding of the relationship between various representations of a line. Determine a line's slope and x- and y-intercepts from its graph or from a linear equation that represents the line.	♦ Translate various representations of a line and demonstrate an understanding of line's slope.

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify the different types of slope (zero, positive, negative and undefined) ♦ Match ordered pairs of the point in the coordinate plane. ♦ Locate the x and y axis on a graph	♦ Determine which ordered pair is described by the given line (e.g., from a set of 3 sets of ordered pairs, choose the pair that is represented). ♦ Determine which line is described by the given points. ♦ Define slope (match to definition) ♦ Define intercept (match to definition)	♦ Use task analysis to determine the slope of the line from a linear equation and/or from its graph. ♦ Determine a line's slope from a graph and its x and y intercepts ♦ Graph a line from a two sets of ordered pairs

General Education Example

Example: What is the slope of the line with equation $3x + 4y = 12$.

Example: Find the equation for the line that contains the points (5, 3) and (7, 4). Where does the line intersect the y-axis? What is the slope of the line?

CONTENT: Mathematics

STRAND: Patterns, Relations, and Algebra

Grade 10

Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, and Algebra	AI.P.8	Add, subtract, and multiply polynomials with emphasis on 1st- and 2nd-degree polynomials.	♦ Add, subtract, and multiply polynomials

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify numbers, exponents, or symbols within a polynomial equation ♦ Distinguish between like and unlike terms	♦ Add polynomials (combine like terms) ♦ Subtract polynomials ♦ Solve an equation that includes an exponent ($4 + 3^2$). ♦ Solve for an exponent	♦ Multiply polynomials (Use laws of exponents) ♦ Add, subtract ***and*** multiply polynomials ♦ Add, subtract ***and*** multiply 2nd degree polynomials

General Education Example

Example: Simplify the following expression: $(3x + 1)(x - 2) + (4x + 1)$.

CONTENT: Mathematics

STRAND: Patterns, Relations, & Algebra

Grade 10

Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, and Algebra	AI.P.9	Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms, factoring [e.g., a2 – b2 = (a + b)(a – b), x2 + 10x + 21 = (x + 3)(x + 7), 5x4 + 10x3 – 5x2 = 5x2(x2 + 2x – 1)], identifying and canceling common factors in rational expressions, and applying the properties of positive integer exponents.	♦ Apply knowledge of symbolic manipulation by using factors and positive integer exponents to simplify polynomials and rational expressions.

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify numbers, exponents or symbols in a polynomial equation ♦ Identify the factors of a number ♦ Select from an array the factors of a given number	♦ Match factors to the corresponding polynomials ♦ Identify common factors of a polynomial in a rational expression	♦ Identify and cancel out common factors in rational expressions ♦ ***Simplify an equation that includes an exponent ($4 + 3^2$)*** ♦ Simplify an equation that requires factorization

CONTENT: Mathematics

STRAND: Patterns, Relations, & Algebra

Grade 10

Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations and Algebra	AI.P.13	Solve equations and inequalities, including those involving absolute value of linear expressions (e.g., |x – 2| > 5), and apply to the solution of problems.	♦ Solve equations and inequalities

Possible Entry Points

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Distinguish between the six inequality symbols. ♦ Match absolute value to various representations ♦ Sort the different graphs of inequality (i.e., <,≤, >, and ≥)	♦ Identify whether or not a given graph is a solution of an inequality. ♦ Match the inequalities represented by a number sentence to corresponding graphs.	♦ Solve equations and/or inequalities ♦ Graph equation and/or inequality.

Example: Solve for x: $5x - 2 \leq -3(x - 2) + x$.

CONTENT: Mathematics

STRAND: Patterns, Relations, and Algebra

Grade 10

Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, and Algebra	AI.P.14	Solve everyday problems (e.g., compound interest and direct and inverse variation problems) that can be modeled using linear or quadratic functions. Apply appropriate graphical or symbolic methods to the solution.	Apply appropriate graphical or symbolic methods to solve problems that can be modeled using linear or quadratic functions.

Possible Entry Points

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Define a linear function ♦ Identify the salient features of a linear function ♦ Identify a quadratic function from a choice of 3	♦ Match a word problem to the correct function table or linear equation ♦ Translate a word problem that can be modeled with linear or quadratic methods into an equation	♦ Solve a compound interest problem using appropriate graphical methods ♦ Using a function table to solve linear functions ♦ Complete a function table to represent word problems

General Education Example

Example: One business telephone service has a fixed monthly cost of $3 per month and then 4 cents per minute for long-distance calls. A second service has no fixed monthly cost but the long-distance calls cost 16 cents per minute. Which service is a better choice? When? (The monthly costs are equal if the company uses 2,500 minutes each month.)

Example: A train travels at 30 miles per hour for one mile. How fast must the train go in the next mile in order to average 60 miles per hour for the full two miles? (Note: This is a tricky problem.)

CONTENT: Mathematics

STRAND: Algebra

Grade 10

Learning Standards as written		Essential and Prioritized Skill
Patterns, Relations, and Algebra	AI.P.15 Solve everyday problems (e.g., mixture, rate, and work problems) that can be modeled using systems of linear equations or inequalities. Apply algebraic and graphical methods to the solution.	♦ Apply graphical and algebraic methods to solve systems of linear equations and inequalities.

Possible Entry Points

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Solve a problem involving a specified unknown ♦ Identify an inequality by locating (circling, marking, pointing to) the salient features of inequalities ♦ Given an array of systems of linear equations and systems of linear inequalities, sort into correct groups.	♦ Use task analysis to solve a work problem using a function table (Dewayne takes 2 hours to paint the fence, Shannon takes 1 hour. How long do they take together?) ♦ Use task analysis to solve a rate problem ♦ Use task analysis to solve a mixture problem	♦ Apply graphical methods to solve systems of linear equations and/or inequalities. ♦ Apply algebraic methods to solve systems of linear equations and/or inequalities.

General Education Example

Example: Mary drove to work on Monday at 40 mph and arrived 5 minutes late. She left at the same time on Friday, drove at 45 mph, and arrived 3 minutes early. How far does Mary drive to work?

Example: Amtrak sells two types of tickets for train service between Boston and Washington, D.C. Tickets for the (really fast) Acela Express sell for $176. Tickets for the (really slow) regular train sell for $91. How many of each type of ticket must Amtrak sell each day if the net revenue for the day must by at least $44,750? What if you add the constraint that the company must sell at least twice as many regular tickets as Acela tickets?

Example: Sketch a graph of the values of x and y that satisfy both of the following inequalities: $3x + 2y \geq 3$ and $-2x + y \geq 5$.

CONTENT: Mathematics

STRAND: Algebra I

Grade 10

Learning Standards as written		Essential and Prioritized Skill
Algebra !	AI.D.1 Select, create, and interpret an appropriate graphical representation (e.g., scatter plot, table, stem-and-leaf plots, circle graph, line graph, and line plot) for a set of data, and use appropriate statistics (e.g., mean, median, range, and mode) to communicate information about the data. Use these notions to compare different sets of data.	♦ Interpret graphical representations of data using statistics to compare data.

Possible Entry Points

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Locate information on a circle graph ♦ Locate information on a mathematical table ♦ Define the mean ♦ Match terms mean, median and mode with correct definitions	♦ Calculate the mean of a given set of numbers ♦ Create a stem and leaf plot from a list of two digit numbers. ♦ Match a circle graph to the correct data	♦ Compare and contrast data from two different graphical representations ♦ Using a graphical representation, identify which data to use and then calculate the mean ♦ Find data on a graph and calculate the mean ♦ Interpret the mean after looking at a line graph (e.g., given a line graph, identify the mean)

General Education Example - See following page

Example: According to the 1990 U.S. Census, 27.2% of State X residents over the age of 25 had graduated from a 4-year college. In a circle graph representing all state residents over the age of 25, about how many degrees should be in the sector representing these 4-year college graduates?

Example: The math teacher wants to show his class their grades on a test. Here is a list of the scores:

50, 54, 70, 70, 72, 72, 72, 76, 80, 81, 86, 86, 90, 90, 92, 95, 100

Which of the following types of graphs would give the best picture of the data: scatter plot, stem-and-leaf plot, or a line plot? Pick your favorite and make it.

What is the median score for the class? What is the mean score?

Example: A class of 25 students is asked to determine approximately how much time the average student spends on homework during a one-week period. Each student is to ask one of his/her friends for the information, making sure that no one student is asked more than once. The number of hours spent on homework per week are as follows:

8, 0, 25, 9, 4, 19, 25, 9, 9, 8, 0, 8, 25, 9, 8, 7, 8, 3, 7, 8, 5,

3, 25, 8, 10

(a) Find the mean, median, and mode for these data. Explain or show how you found each answer.

(b) Based on this sample, which measure (or measures) that you found in part (a) best describes the typical student? Explain your reasoning.

(c) Describe a sampling procedure that would have led to more representative data.

CONTENT: Mathematics

STRAND: Geometry

Grade 10

Learning Standards as written		Essential and Prioritized Skill
Geometry	G.G.3 Apply properties of sides, diagonals, and angles in special polygons; identify their parts and special segments (e.g., altitudes, midsegments); determine interior angles for regular polygons.	♦ Apply properties of sides, diagonals, and angles in special polygons (including being able to calculate interior angles, identify parts and special segments)

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify sides and angles in triangles ♦ Sort polygons by the number of sides. ♦ Define polygon	♦ Given one angle in an equilateral triangle, determine the measure of the other angles. ♦ Identify the different parts of a polygon (sides, interior/exterior angles, diagonals and/or altitudes). ♦ Classify polygons with similar parts (e.g., interior angles of 90 degrees, diagonals of similar length, etc.) ♦ List three angles that could make up a triangle the sum equals 180 degrees).	♦ Calculate the third angle of a triangle given the other two angles. ♦ Determine which sides are equal given an isosceles triangle (e.g., from an array of different types of triangles find two sides of one of these triangles that are of equal length) ♦ Use properties of sides, angles and diagonals of polygons to solve problems (e.g., if a square is bisected by a diagonal, do the two resulting shapes have equal or unequal sides).

General Education Example

Example: Find the interior angles of a regular pentagon.

(See also G.G.2, G.G.4)

Example: How is the measure of the interior angles in a regular polygon related to the number of sides in the polygon?

CONTENT: Mathematics

STRAND: Geometry

Grade 10

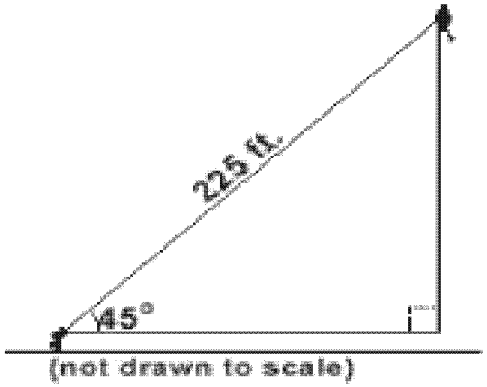
Learning Standards as written			Essential and Prioritized Skill
Geometry	G.G.15	Use the properties of special triangles (e.g., isosceles, equilateral, 30º-60º-90º, 45º-45º-90º) to solve problems.	♦ Apply the knowledge of special triangles (isosceles and equilateral) to solve problems

Possible Entry Points

Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify a triangle regardless of their difference in size and shape. ♦ Distinguish between isosceles, equilateral, and right triangles.	♦ Classify triangles by the number of equal sides. ♦ Classify triangles by the number of equal angles.	♦ Given one angle in an equilateral triangle determine the measure of the third. ♦ Calculate the measure of one acute angle in a right triangle when the other acute angle is given. ♦ Determine the measurements of the sides and/or angles of special triangles using their properties.

General Education Example

Example: Use the diagram below to answer the following question.



It is believed that the best angle to fly a kite is 45°. If you fly a kite at this angle and let out 225 feet of string, approximately how high above the ground will the kite be?

CONTENT: Mathematics

STRAND: Geometry

Grade 10

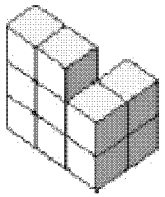
Learning Standards as written		Essential and Prioritized Skill
Geometry	G.G.20 Draw the results and interpret transformations on figures in the coordinate plane such as translations, reflections, rotations, scale factors, and the results of successive transformations. Apply transformations to the solution of problems.	♦ Analyze and apply transformations such as translation, reflections, rotations, and scale factors to solve problems.

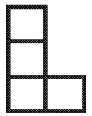
Possible Entry Points

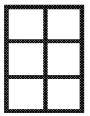
Less Complex		More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify a reflection, translation, rotation and /or dilation (e.g., given a figure and an array of transformations, select the one that is a reflection, rotation, translation, and/or dilation). ♦ Match a reflection and /or rotation (e.g., given a figure and an array of transformations, match the one that is a reflection and/or rotation).	♦ Match figures that are of the same shapes but of different sizes. ♦ Classify shapes as reflections or rotations	♦ Using manipulatives, perform specified transformations that would result in the manipulative fitting into a template (e.g., complete a three dimensional puzzle). ♦ Predict what shape will come next in a series of transformations. ♦ Given three choices, select shapes that come next in the series of rotations, translations, and/or reflections (e.g., Given a patterned series, select from an array the figure that could come next).

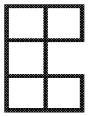
General Education Example - See following page

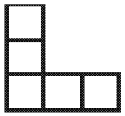
Example: Use the given figure to answer the question below.



A. 

B. 

C. 

D. 

Which diagram could not possibly show how the figure looks when it is viewed directly from above?

Example: You may want to use the following coordinate plane to help answer the question.

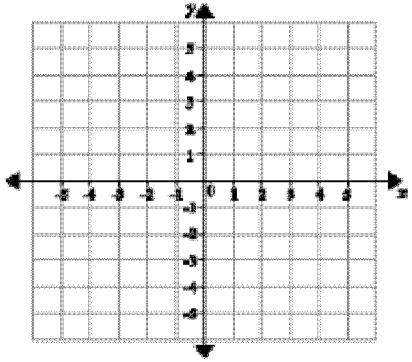
As the result of a transformation, the image of the point (-1,3) is (-3,1). This is an example of a reflection across the

A. line y = x

B. line y = -x

C. x-axis

D. y-axis



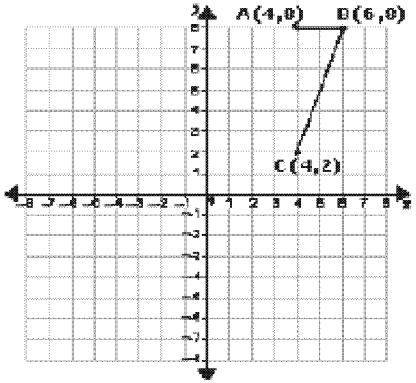
Example: Suppose that the figure ABC is reflected over the y-axis. What are the coordinates of the image of point A?

A. (4, -8)

B. (-4, 8)

C. (-8, 4)

D. (8, -4)



CONTENT: Mathematics

STRAND: Geometry

Grade 10			
Learning Standards as written			Essential and Prioritized Skill
Geometry	G.G.21	Demonstrate the ability to visualize solid objects and recognize their projections, cross sections, and graph points in 3-D.	♦ Recognize/evaluate projections, cross sections, or graph points in 3-D.

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Identify 2-D objects from a selection of 2D & 3D objects ♦ Identify 3-D objects from a selection of 2D & 3D objects. ♦ Identify the properties of 2 dimensional objects.	♦ Define a projection. ♦ Match a solid object with a 3-D representation of that object ♦ Distinguish between a 2 vs. 3 dimensional object	♦ Evaluate by matching solid objects with its projection. ♦ Evaluate by matching solid objects with its cross section. ♦ Evaluate by matching solid objects with the correct graph.

CONTENT: Mathematics

STRAND: Geometry

Grade 10

Learning Standards as written			Essential and Prioritized Skill
Geometry	G.G.22	Find and use measures of perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles.	♦ Apply measures of perimeter, circumference, and area of common geometric figures.

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
♦ Choose the right tool to measure an object ♦ Define perimeter ♦ Define area. ♦ Define circumference.	♦ Find the perimeter of a square, rectangle (e.g., given the formula, use task analysis to determine the perimeter of a rectangle and choose the correct answer from 3 possible choices). ♦ Find the circumference of a circle. ♦ Use tiles or other manipulatives to determine the area of a given rectangles, and/or squares. ♦ Use task analysis to determine the area of a circle	♦ Use perimeter to solve a problem (e.g., Use perimeter formula to calculate the size of a rug needed to cover the floor.) ♦ Given choices, determine whether to use area or perimeter to solve a problem and calculate it.

General Education Example

Example: The endpoints of the chord of circle O are A and B, two vertices of a triangle. The third vertex, C, can be located anywhere along the dashed arc. If you locate the vertex so that it forms a triangle that has the largest possible area, which of the following must be true?

A. AB = BC = AC

B. AC < BC

C. AC > BC

D. AC = BC

Entry Points – Grade 10

Science - Biology

CONTENT Science

STRAND Cell Biology and Biochemistry

Grade HS			
Learning Standards as written			Essential and Prioritized Skill
Cell Biology	B.2.2	Compare and contrast the general anatomy and constituents of prokaryotic cells and their distinguishing features: Prokaryotic cells do not have a nucleus, and eukaryotic cells do. Know that prokaryotic organisms are classified in the Eubacteria and Archaebacteria Kingdoms and that organisms in the other four kingdoms have eukaryotic cells.	Compare and contrast anatomy of prokaryotic and eukaryotic cells

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
Cell Biology and Biochemistry ♦ Define prokaryotic and eukaryotic cells ♦ Identify prokaryotic and eukaryotic cells ♦ Label a drawing/picture of a prokaryotic or eukaryotic cell	♦ Classify cells as prokaryotic or eukaryotic ♦ Explain the differences between prokaryotic and eukaryotic cells using key terms ♦ Label the similarities and/or differences between the prokaryotic and eukaryotic cells	♦ Using technology (e.g., switches, computers, cards, etc.) compare and contrast organisms that have prokaryotic or eukaryotic cells ♦ Distinguish the similarities and differences between prokaryotic and eukaryotic cells (using a graphic organizer)

CONTENT Science

STRAND Cell Biology and Biochemistry

Grade HS			
Learning Standards as written			Essential and Prioritized Skill
Cell Biology	B.3.3	Demonstrate that most cells function best within a narrow range of temperature and pH; extreme changes usually harm cells by modifying the structure of their macromolecules and, therefore, some of their functions.	♦ Demonstrate that most cells function best within a narrow range of tolerances (temperature and pH)

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Cell Biology and Biochemistry ♦ Define pH, acid (substance that has a low pH level), base (substance that has a high pH level), solution, and temperature ♦ Identify the tools used to measure pH levels (pH scale, pH meter, and litmus paper) and temperature	♦ Describe how varying temperatures affect human cellular functions ♦ Compare how different pH levels affect cell function	♦ Demonstrate how the environment affects cell function (e.g., use pH strips to demonstrate how pH levels affect cells) ♦ Compare and contrast how varying pH levels affect different cell functions and identify optimum pH levels

CONTENT Science

STRAND Cell Biology and Biochemistry

Grade HS			
Learning Standards as written			Essential and Prioritized Skill
Cell Biology	B.3.7	Recognize and describe that cellular respiration is important for the production of adenosine triphosphate (ATP), which is the basic energy source for cell metabolism.	♦ Recognize and describe cellular respiration and the production of ATP

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
Cell Biology and Biochemistry	♦ Define **respiration** (taking in oxygen and releasing carbon dioxide), **cellular respiration** (chemical process by which the mitochondria produce energy for the cell), **mitochondria** (organelle that breakdowns food molecules to produce ATP- the battery of the cell that stores energy), and/or **metabolism** (activities of living things, e.g., reproduction, respiration, eating, etc.) ♦ Match the terms respiration, cellular respiration, ATP, mitochondria, and/or metabolism to the correct definition ♦ Explain the basic function of photosynthesis (to make food)	♦ Classify various metabolic activities or uses of energy (growth, reproduction, respiration, etc.) ♦ Identify the vital metabolic functions that require ATP energy (e.g., digestion, circulation, reproduction, growth, etc.)	♦ Compare (using a graphic organizer) the relationship between cellular respiration and ATP ♦ Describe the role of ATP in metabolism ♦ Explain how cells get energy from cellular respiration ♦ Describe how the products of photosynthesis are used in cellular respiration to produce ATP (e.g., describe how the glucose is broken down into carbon compounds, ATP, and other energy carriers during the citric acid cycle)

CONTENT Science

STRAND Cell Biology and Biochemistry

Grade HS			
Learning Standards as written			Essential and Prioritized Skill
Cell Biology	B.4.3	Describe the organelles that plant and animal cells have in common (e.g., ribosomes, golgi bodies, endoplasmic reticulum) and some that differ (e.g., only plant cells have chloroplasts and cell walls).	Compare and contrast plant cell organelles and animal cell organelles

Less Complex		**Possible Entry Points**	More Complex
	The student will:	**The student will:**	**The student will:**
Cell Biology and Biochemistry	♦ Define or identify the commonly found organelles (wall, no wall, chloroplast, membrane, cytoplasm, nucleus) in plants and/or animal cells ♦ Label the diagrams of a plant and animal cells	♦ Distinguish between plant and animals cells ♦ Using a graphic organizer classify organelles (wall, no wall, chloroplast, membrane, cytoplasm, nucleus) commonly found in plant and animal cells	♦ Using a Venn Diagram compare and contrast plant and animal cell organelles (wall, no wall, chloroplast, membrane, cytoplasm, nucleus) ♦ Identify the similarities and differences in plant cell organelles and animal cell organelles

CONTENT Science

STRAND Cell Biology and Biochemistry

Grade HS			
Learning Standards as written			Essential and Prioritized Skill
Cell Biology	B.4.4	Describe that the work of the cell is carried out by structures made up of many different types of large (macro) molecules that it assembles, such as proteins, carbohydrates, lipids, and nucleic acids.	♦ Describe cellular construction of macromolecules and the jobs of these structures (reproduction, respiration, etc.)

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Cell Biology and Biochemistry ♦ Define proteins, carbohydrates, lipids, and/or nucleic acids ♦ Define cell function and/or cell structure	♦ Identify the types of macromolecules (lipids, carbohydrates, and nucleic acids) and the function they serve ♦ Describe the characteristics of macro-molecules	♦ Describe why the body needs macromolecules (lipids, carbohydrates, and nucleic acids) ♦ Illustrate cell structure and identify how each molecule contributes to cell function

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CONTENT Science

STRAND Genetics and Evolution

Grade HS			
Learning Standards as written			Essential and Prioritized Skill
Genetics	B.7.2	Explain how hereditary information is passed from parents to offspring in the form of "genes," which are long stretches of DNA consisting of sequences of nucleotides. Explain that in eukaryotes, the genes are contained in chromosomes, which are bodies made up of DNA and various proteins.	♦ Explain how hereditary information is passed via genes

	Less Complex	Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Genetics and Evolution	♦ Identify that inherited characteristics are called "traits" ♦ Identify characteristics that are inherited (passed down from parents)	♦ Explain the role of offspring, genes, DNA, and chromosomes in the heredity process ♦ Identify the relationship between offspring and heredity ♦ Explain that genes are passed from parent to offspring ♦ Explain that sexual reproduction leads to offspring with traits similar to each parent ♦ Explain that asexual reproduction results in offspring identical to the parent	♦ Describe the relationship between genes and chromosomes ♦ Use manipulatives to demonstrate the relationship between genes and chromosomes ♦ Use manipulatives to show the relationship between DNA and chromosomes ♦ Describe the structure of chromosomes and explain how hereditary information is passed to offspring in genes ♦ Identify and describe similarities and differences among multiple offspring of the same parents (plant or animal) ♦ Explain that the cell contains genes that are responsible for characteristics that are passed down from parent to offspring

CONTENT Science

STRAND Genetics and Evolution

Grade HS			
Learning Standards as written			Essential and Prioritized Skill
Genetics	B.7.5	Differentiate between the functions of mitosis and meiosis. **Mitosis** is a process by which a cell divides into each of two daughter cells, each of which has the same number of chromosomes as the original cell. **Meiosis** is a process of cell division in organisms that reproduce sexually, during which the nucleus divides eventually into four nuclei, each of which contains half of the usual number of chromosomes.	♦ Differentiate between mitosis and meiosis

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
Genetics and Evolution ♦ Define mitosis, meiosis, and daughter cells ♦ Identify graphic representations of mitosis and meiosis ♦ Recognize that cells become old and need to be replaced ♦ Recognize that cells reproduce	♦ Describe each step of mitosis or meiosis (using technology or models) ♦ Explain that mitosis is the division of body cells ♦ Explain that meiosis is the division of sex cells (egg, sperm, etc.) ♦ Determine what kind of cells divide through the process of mitosis and/or meiosis.	♦ Differentiate between mitosis and meiosis using a graphic organizer ♦ Illustrate or model mitosis and meiosis ♦ Compare and contrast mitosis and meiosis (e.g., using a Venn Diagram)

CONTENT Science

STRAND Genetics and Evolution

Grade HS			
Learning Standards as written			Essential and Prioritized Skill
Genetics	B.8.2	Explain how the genetic information in DNA molecules provides the basic form of instructions for assembling protein molecules and that this mechanism is the same for all life forms.	♦ Explain that DNA molecules instruct assembly of protein molecules in all life forms

	Less Complex	Possible Entry Points	More Complex
	The student will:	**The student will:**	**The student will:**
Genetics and Evolution	♦ List parts of a DNA molecule (bases- Adenine (A), Guanine (G), Thymine (T) and Cytosine (C), sugar, and phosphate) ♦ Identify DNA and protein molecules	♦ Explain the relationship between DNA molecules and protein molecules (using a graphic organizer to show/explain the relationship) ♦ Label or color code the parts of a DNA molecule	♦ Distinguish between a DNA molecule and a protein molecule (using pictures or models) ♦ Describe the make-up of a DNA molecule (sugar made up of hydrogen and protein bases that is a spiral helix)

CONTENT Science

STRAND Genetics and Evolution

Grade HS				
Learning Standards as written				Essential and Prioritized Skill
Genetics	B.8.3	Understand and explain that specialization of cells is almost always due to different patterns of gene expression, rather than differences in the genes themselves.		♦ Understand and explain the specialization of cells
Less Complex		**Possible Entry Points**		More Complex
	The student will:		**The student will:**	**The student will:**
Genetics and Evolution	♦ Describe cell specialization ♦ List different types of cells found in the body (e.g., nerve, muscle, and blood)		♦ Determine that organs of the body have specialized cells (matching, graphic organizer, picture, etc.) ♦ Explain the function of specialized cells (nerve, muscle, and blood.)	♦ Use drawings or models to compare the relationship of specialized cells and organs of the body ♦ Describe the specific function or job of the cells (e.g., blood cells, muscle cells, nerve cells, etc.)

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CONTENT Science

STRAND Genetics and Evolution

Grade HS			
Learning Standards as written			Essential and Prioritized Skill
Genetics	B.9.2	Explain the mechanisms of genetic mutations and chromosomal recombinations, and when and how they are passed on to offspring.	♦ Explain that genetic mutations can cause a genetic disorder

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Genetics and Evolution ♦ Define genetic disorders as a result of genetic mutation ♦ Identify some genetic disorders based on characteristics (Down Syndrome, Cystic Fibrosis, Hemophilia, etc.)	♦ Explain how and when genetic disorders are passed to offspring, using pictorial representation and technology ♦ Given various diseases and disorders, classify as either genetic or non-genetic (using technology or pictorial representation) ♦ Identify how DNA can change or mutate	♦ Describe how genetic disorders are caused by genetic mutations (using technology, film, etc.) ♦ Explain how mutations can be harmful or beneficial by using pictorial representations and technology/films (flower, fruits with no seeds, etc.)

CONTENT Science

STRAND Genetics and Evolution

Grade HS			
Learning Standards as written			Essential and Prioritized Skill
Genetics	B.9.3	Explain how the sorting and recombination of genes in sexual reproduction result in a vast variety of potential allele combinations in the offspring of any two parents.	♦ Explain how sexual reproduction results in variety

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
Genetics and Evolution ♦ Define the terms **allele** /number of allele found in both male and females, (part of the gene that determines traits; every sperm and egg has 23) **sexual reproduction** (coming together of a sperm and egg which produces a gamete), **gamete** (the union of a sperm and egg) ♦ List the components of sexual reproduction (sperm, egg, and gamete) ♦ Identify organisms that reproduce sexually (using pictorial representation)	♦ List and describe the components of sexual reproduction (sperm, egg, and gamete) ♦ Describe how traits of an offspring depend on the combination of dominant and recessive alleles	♦ Summarize the types of organisms that carry out sexual reproduction using a graphic organizer to describe the sperm (male), egg (female), and gamete of human offspring ♦ Explain how sexual reproduction leads to variation in offspring ♦ Identify single-gene traits and describe all possible genotypic and phenotypic combinations (e.g., choose two traits that follow simple Mendelian inheritance rules)

CONTENT Science

STRAND Biology

Biology			
Learning Standards as Written			**Essential and Prioritized Skill**
Multicellular Organisms: Plants and Animals	B.12.3	Explain that during the process of photosynthesis, plants release oxygen into the air.	Understand the process of photosynthesis.

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
• Define photosynthesis. • Match the terms oxygen, photosynthesis, carbon dioxide, energy to the correct definition.	• List what plants need to carry out photosynthesis. • Label a basic photosynthesis diagram.	• Describe the process of photosynthesis. • Create a diagram of photosynthesis.

Grade			
Learning Standards as Written			**Essential and Prioritized Skill**
Multicellular Organisms: Plants and Animals	B.13.1	Identify the roles of plants in the ecosystem: Plants make food and oxygen, provide habitats for animals, make and preserve soil, and provide thousands of useful products for people (e.g., energy, medicines, paper, and resins).	Identify the roles of plants in the ecosystems.

Less Complex	Possible Entry Points	More Complex
The student will:	**The student will:**	**The student will:**
• Define ecosystem. • List three organisms found in an ecosystem.	• Identify products that are derived from plants. • List three ways animals depend on plants.	• Identify the role that plants play in an ecosystem. • Identify what specific plants do in two different ecosystems.

CONTENT Science

STRAND Biology

Biology			
Learning Standards as Written			**Essential and Prioritized Skill**
Multicellular Organisms: Plants and Animals	B.14.1	Explain the major systems of the mammalian body (digestive, respiratory, reproductive, circulatory, excretory, nervous, endocrine, integumentary, immune, skeletal, and muscular) and how they interact with each other.	Explain three major systems of the mammalian body.

Less Complex	**Possible Entry Points**	More Complex
The student will:	**The student will:**	**The student will:**
• Recognize three major systems of the body. • Identify body systems used for breathing, moving, and eating.	• Using a diagram, label three major systems of the mammalian body. • Match three major systems of the body with their functions.	• Using a Venn Diagram, compare two of the major systems of the body. • Describe how two major systems of the body interact with each other.

Overview of the NAEYC Early Childhood Program Standards

1. Relationships

Program Standard: The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.

Rationale: Positive relationships are essential for the development of personal responsibility, capacity for self-regulation, for constructive interactions with others, and for fostering academic functioning and mastery. Warm, sensitive, and responsive interactions help children develop a secure, positive sense of self and encourage them to respect and cooperate with others. Positive relationships also help children gain the benefits of instructional experiences and resources. Children who see themselves as highly valued are more likely to feel secure, thrive physically, get along with others, learn well, and feel part of a community.

2. Curriculum

Program Standard: The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

Rationale: A curriculum that draws on research assists teachers in identifying important concepts and skills as well as effective methods for fostering children's learning and development. When informed by teachers' knowledge of individual children, a well-articulated curriculum guides teachers so they can provide children with experiences that foster growth across a broad range of developmental and content areas. A curriculum also helps ensure that the teacher is intentional in planning a daily schedule that (a) maximizes children's learning through effective use of time, materials used for play, self-initiated learning, and creative expression as well as (b) offers opportunities for children to learn individually and in groups according to their developmental needs and interests.

3. Teaching

Program Standard: The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

Rationale: Teaching staff who purposefully use multiple instructional approaches optimize children's opportunities for learning. These approaches include strategies that range from structured to unstructured and from adult directed to child directed. Children bring to learning environments different backgrounds, interests, experiences, learning styles, needs, and capacities. Teachers' consideration of these differences when selecting and implementing instructional approaches helps all children succeed. Instructional approaches also differ in their effectiveness for teaching different elements of curriculum and learning. For a program to address the complexity inherent in any teaching- learning situation, it must use a variety of effective instructional approaches. In classrooms and groups that include teacher assistants or teacher aides and specialized teaching and support staff, the expectation is that these teaching staff work as a team. Whether one teacher works alone or whether a team works together, the instructional approach creates a teaching environment that supports children's positive learning and development across all areas.

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4. Assessment of Child Progress

Program Standard: The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.

Rationale: Teachers' knowledge of each child helps them to plan appropriately challenging curricula and to tailor instruction that responds to each child's strengths and needs. Further, systematic assessment is essential for identifying children who may benefit from more intensive instruction or intervention or who may need additional developmental evaluation. This information ensures that the program meets its goals for children's learning and developmental progress and also informs program improvement efforts.

5. Health

Program Standard: The program promotes the nutrition and health of children and protects children and staff from illness and injury.

Rationale: To benefit from education and maintain quality of life, children need to be as healthy as possible. Health is a state of complete physical, oral, mental, and social well-being and not merely the absence of disease or infirmity (World Health Organization 1948). Children depend on adults (who also are as healthy as possible) to make healthy choices for them and to teach them to make healthy choices for themselves. Although some degree of risk taking is desirable for learning, a quality program prevents hazardous practices and environments that are likely to result in adverse consequences for children, staff, families, or communities.

6. Teachers

Program Standard: The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

Rationale: Children benefit most when their teachers have high levels of formal education and specialized early childhood professional preparation. Teachers who have specific preparation, knowledge, and skills in child development and early childhood education are more likely to engage in warm, positive interactions with children, offer richer language experiences, and create more high-quality learning environments. Opportunities for teaching staff to receive supportive supervision and to participate in ongoing professional development ensure that their knowledge and skills reflect the profession's ever-changing knowledge base.

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7. Families

Program Standard: The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.

Rationale: Young children's learning and development are integrally connected to their families. Consequently, to support and promote children's optimal learning and development, programs need to recognize the primacy of children's families, establish relationships with families based on mutual trust and respect, support and involve families in their children's educational growth, and invite families to fully participate in the program.

8. Community Relationships

Program Standard: The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.

Rationale: As part of the fabric of children's communities, an effective program establishes and maintains reciprocal relationships with agencies and institutions that can support it in achieving its goals for the curriculum, health promotion, children's transitions, inclusion, and diversity. By helping to connect families with needed resources, the program furthers children's healthy development and learning.

9. Physical Environment

Program Standard: The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.

Rationale: The program's design and maintenance of its physical environment support high-quality program activities and services as well as allow for optimal use and operation. Well-organized, equipped, and maintained environments support program quality by fostering the learning, comfort, health, and safety of those who use the program. Program quality is enhanced by also creating a welcoming and accessible setting for children, families, and staff.

10. Leadership and Management

Program Standard: The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high quality experiences.

Rationale: Excellent programming requires effective governance structures, competent and knowledgeable leadership, as well as comprehensive and well functioning administrative policies, procedures, and systems. Effective leadership and management create the environment for high-quality care and education by

- Ensuring compliance with relevant regulations and guidelines;
- promoting fiscal soundness, program accountability, effective communication, helpful consultative services, positive community relations, and comfortable and supportive workplaces;
- maintaining stable staff; and
- instituting ongoing program planning and career development opportunities for staff as well as continuous program improvement.

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Quality Standards for NAFCC Accreditation

Fourth Edition
With 2013 Updates

NAFCC
National Association for Family Child Care
Your Home. Your Profession. Our Commitment.

The National Association for Family Child Care
Foundation

Kathy Modigliani, Ed D, and Juliet Bromer of the Family Child Care Project-Wheelock College lead the development of the NAFCC Accreditation system.

The Quality Standards for NAFCC Accreditation and the accreditation process were developed through a consensus building process that included hundreds of providers, parents, resource and referral staff members, and many other early childhood experts.

NAFCC would like to thank all contributors for their hard work and dedication to the field of family child care.

Sponsored by

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The NAFCC Quality Standards are built around the concept that relationships are a critical component in providing high quality care. The relationships that a provider develops with individual children, those that are formed among the children themselves, and the relationships with each family are all important factors in how well the program meets the needs of both the provider and the families served.

The standards are divided into 5 content areas.

- Relationships
- The Environment
- Developmental Learning Activities
- Safety and Health
- Professional and Business Practices

Relationships

The most important aspect of a high-quality family child care program is its human relationships. Providers set the emotional climate of the program. Good quality relations with the children and their families form the foundation of support needed for great experiences. Children thrive when they feel nurtured, appreciated, and have a sense of belonging to a group that is part of a community. All kinds of development are supported in the context of warm, responsive human relationships.

The Provider With Children

1.1 *The provider cares about, respects, and is committed to helping each child develop to his or her full potential.

1.2 The provider shows affection to each child in some way. She holds or carries babies frequently, depending on their individual preferences as shown by expressions of discomfort, such as crying or fussing, as well as their expression of well-being, such as smiling and cooing as well as their body language or settling in or pulling away.

1.3 The provider is sincere and comfortable with children.

1.4 *The provider seems to like children and to enjoy being with them.

1.5 *The provider observes children's behavior, verbal and body language, and abilities. The provider uses this information to respond to each child. For example, the provider responds to a baby's crying as promptly and effectively as possible.

1.6 The provider seeks information about each family's cultural traditions and uses this information in responding to the children and planning activities.

1.7 The provider shows positive attitudes toward bottle weaning, diapering, toilet learning, discipline, and special needs of children.

1.8 The provider recognizes signs of stress in children's behavior and responds with appropriate stress-reducing activities.

The Provider With Parents and Families

Trust and Respect

1.9 *The provider encourages parents to visit any time their children are present. She is available to parents by telephone when children are present, or regularly checks for phone messages.

1.10 Parents can count on child care as described in their contract.

1.11 The provider respects diverse family styles and recognizes the strengths of each family.

1.12 The provider individualizes the child care program, within reason, to respond to a parent's specific requests, preferences, and values.

1.13 Provider and parents work together on issues such as guidance/discipline, eating, toileting, etc.; always keeping in mind the best interest of the child.

Communication and Involvement

1.14 The provider keeps parents informed, by conversation or in writing about what their children do. This happens daily for babies and at least weekly for older children.

1.15 The provider tries to maintain open and easy communication with each family.

1.16 In addition to ongoing conversations, the provider has a conference with each child's parent(s) at least once per year. Together they review the child's progress and needs and set goals for the child.

1.17 If parents do not speak the language of the provider, the provider finds an effective way to communicate with them.

1.18 The provider discusses concerns with parents when they arise and tries to reach a mutually satisfying solution.

1.19 The provider offers a variety of ways for parents to participate in the program's activities. Consideration is given to the parents' interests and time availability. Although participation is encouraged, it is never required.

The Children with Each Other

1.20 The provider supports children in developing friendships with each other. The provider helps each child find positive ways to interact with others.

1.21 The provider helps children understand their own feelings and those of others.

1.22 The provider encourages children to help and support each other.

1.23 Children seem to enjoy each other's company. Animated conversation and laughter are heard much of the time.

Also see 3.36-3.46

Other Relationships

The Provider's Family

1.24 The arrangement of space and use of materials are balanced to meet the needs of both the child care program and the provider's family.

1.25 When the provider's own child is a part of the program, appropriate steps are taken to increase the possibility of making this a good experience for all.

1.26 The provider's family members are courteous and respectful when they interact with the children in care and their families.

All the Families Together

1.27 The provider and/or parents plan occasional activities where the child care families can get together.

The Provider and the Community

1.28 The provider has the social support of friends, family, other providers, and/or community organizations.

The Environment

The next important aspect of quality in family child care is the environment. The provider's home is welcoming and comfortable, with enough materials and equipment to engage children's interest in a variety of ways, supporting their activities across all the domains of development.

The Home

2.1 The areas of the home used by children are welcoming and friendly, appearing like a family home, a small preschool, or a combination of the two.

2.2 The environment is arranged so that the provider seldom has to say "no" to children. Children can use what they can reach most of the time.

2.3 The home has adequate ventilation and room temperature between 68-90°(F). If the temperature is over 90°(F), air conditioning or safe fans are used. Lighting is bright in areas where children read, make art, or play with manipulatives.

2.4 The home does not smell of urine, feces, garbage, pets, tobacco smoke, air deodorizers, mildew, or other fumes.

2.5 The environment is pleasant, not over stimulating or distracting. The provider chooses music and other recordings that the children enjoy. At least half the time there is no background music, TV, radio, or other recordings.

2.6 The child care space is well organized.

2.7 Indoors, there is enough space for children to move freely, approximately 35 square feet of usable space per child.

2.8 Outdoors, the play area has open space for active movement, some play equipment and materials, and places for open-ended explorations.

2.9 The provider makes reasonable adaptations to the environment and activities to meet the special needs of each child. If the child has been diagnosed with a specific condition, the provider follows the Individual Family Service Plan (IFSP) or Individual Education Plan (IEP).

2.10 The environment includes a comfortable and cozy place for children, as well as a place for quiet time alone.

2.11 Each child has a space for personal belongings.

2.12 Space is available for babies to explore freely, to crawl, and to stand. Sturdy, low furniture is available for those who are learning to walk.

2.13 Older children have a place to use materials without interference from younger children. For example:

- Preschoolers can play with small manipulatives out of reach of toddlers.
- School-agers have a quiet place to do homework.

2.14 The children are learning to take care of the equipment, materials, and the environment.

Equipment

2.15 All equipment, outdoors and indoors, is safe for the ability of the children who use it.

2.16 Equipment is modified to accommodate children's special needs, or special equipment is provided. If a child is in a wheelchair, there is sufficient space for it to move around.

2.17 If high chairs or boosters are used, they have a wide base or are securely attached to a table or another chair. They have a T-shaped restraint/harness that is fastened every time they are used.

2.18 *Heavy furniture, climbing equipment, swings, and slides are stable or securely anchored.

2.19 Cushioning materials are placed under all climbers, swings, and slides over 36 inches high, both indoors and outdoors.

2.20 *There are no movable baby walkers (stationary saucers are permitted).

2.21 Children always wear a helmet while riding bicycles, skateboards, scooters, and in-line or roller skates.

Materials

2.22 There are enough toys and materials, home-made or purchased, to engage all the children in developmentally appropriate ways.

Suggested Materials and Equipment for Large and Small-Motor Development

2.23 FOR BABIES

- balls
- grasping toys
- stacking and nesting toys
- toys to look at, feel, and chew on

2.24 FOR TODDLERS

- equipment for climbing (at home or nearby)
- riding toys
- balls
- large interlocking blocks and puzzles
- water and sand for sensory play

2.25 FOR PRESCHOOLERS
toddlers' equipment plus:
- peg boards
- blocks
- sewing materials
- dancing music and props

2.26 FOR SCHOOL-AGERS
preschoolers' equipment plus:
- other sports equipment and games
- games that require participation

2.27 Materials are stored in consistent places and some of them are easy for children to find, help themselves to, and put away. Separate containers are provided for different kinds of materials.

2.28 No toy guns or other weapons are offered as play options. Material that is violent, sexually explicit, stereotyped, or otherwise inappropriate for children is not available.

2.29 Materials are rotated, put away for a while and then brought out again, to maintain children's interest.

2.30 *If there is a toy chest, it has safety hinges and air holes, or there is no lid.

2.31 Materials reflect the lives of the children enrolled and people diverse in race and ethnicity. They show girls and boys, women and men, and older people in a variety of positive activities. Examples include books, dolls, puzzles, and pictures. They do not include stereotyped pictures such as Indians with tomahawks.

2.32 The books are in readable condition.

2.33 Art materials are non-toxic.

Suggested Materials for Language and Literacy Development

2.34 BOOKS FOR CHILDREN UNDER THE AGE OF TWO
- at least 10 books
- made of durable materials
- simple pictures of people and familiar objects
- short stories about every-day activities

2.35 BOOKS FOR CHILDREN AGE TWO AND OLDER
- at least 10 books
- nursery rhymes
- a variety of stories about pretend and real situations
- information books

2.36 BOOKS FOR SCHOOL-AGERS

- at least 10 books
- chapter books
- adventure stories
- mysteries
- information books
- magazines/comics
- a variety of reading levels and topics

2.37 OTHER LANGUAGE MATERIALS

- telephones
- puppets
- interactive games
- written or audio materials in the child's home language

(supplied by the provider or family)

Suggested Art Materials

2.38 FOR CHILDREN UNDER THE AGE OF 3, the provider sets out inviting art materials at least once per day

- crayons, markers or pencils
- paint brushes
- large pieces of paper
- non-toxic paint
- play dough

2.39 FOR CHILDREN AGE 3 AND OLDER, basic art materials are accessible during free play times

- tools for drawing and painting
- scissors (child-safe but sharp enough to cut, including left-handed scissors if any children are left-handed)
- papers of various sizes and colors
- glue or paste
- play dough and/or clay
- miscellaneous materials such as scraps of construction paper, fabric, yarn, or wood
- household recycles
- second-hand materials

2.40 Suggested Math Materials
assorted materials for:

- matching
- sorting
- arranging things in sequence
- counting things
- measuring
- recognizing and creating patterns
- comparing differences and similarities

2.41 Suggested Science Materials

- a magnet
- a magnifying glass
- an outdoor thermometer
- a balance scale
- sand or similar substance
- blocks, toy cars, and ramps
- water

2.42 Suggested Dramatic Play Materials

- materials for children to create their own costumes and props
- dress-up clothing
- props for particular themes
- blocks
- stuffed animals and dolls
- miniature animals and people

2.43 Suggested Real Tools

- a hammer and nails
- a shovel
- a rolling pin
- cookie cutters
- plastic knives
- a broom and dustpan
- measuring cups and spoons

Developmental Learning Activities

Children's spontaneous play is ideally suited to helping them practice their developing skills and gain understanding of their world. As the provider observes their activities and interests, she supports and extends their play and offers new activities and materials to build upon their learning.

The early years are a prime time for children's development. Most basic, is learning to get along well with others and to feel secure in one's own identity. From infancy through the school years, children are capable of learning and building competency across a wide range of areas. These include physical development, cognition and language, social and self development, and creative development. A high-quality provider has individualized goals for each child as well as goals for the group as a whole. She plans activities and builds on spontaneous opportunities to support these learning goals.

Child-Directed Activities

3.1 *Children have opportunities to make choices and explore their own interests.
- They direct their own free play for at least ½ hour at a time, totaling at least one hour in each half day.
- The provider offers several activities appropriate for the abilities and interests of the children.
- Free play may occur indoors or outdoors.

3.2 Children are engaged in activities most of the time. Their faces often reflect concentration.

The Provider's Activities

3.3 The provider supports and extends children's self-directed play as well as offering activities and materials that build on their interests and skills.

3.4 The provider gathers information about children's interests and needs through observation and conversations with parents. She uses this information to set goals that support the children's development.

3.5 The provider understands how children grow and learn. The provider uses this knowledge to design the environment and plan activities that are developmentally appropriate and culturally appropriate for each child.

3.6 The provider plans some activities building on the needs and interests of the children. She is flexible in adapting the plans.

3.7 Most of the children's activities promote many kinds of development simultaneously – the curriculum is integrated and holistic rather than focused on one area of development at a time. For example, a play dough activity includes art, math, science, self, social, and language development. Children age 4 and older can pursue special interests or hobbies, working on projects that may evolve over days or weeks.

3.8 The provider offers opportunities to practice and explore new skills in a range of developmental areas.

3.9 The provider gives children the help they need to succeed in a range of activities and to feel comfortable trying new activities.

3.10 The provider extends children's learning by describing what they are doing and asking them open-ended questions.

3.11 The provider helps children engage in activities by breaking complex tasks into simple ones – or increasing the difficulty of activities by combining familiar materials in new ways and contexts.

3.12 The provider finds opportunities to help children learn specific skills and concepts when they show interest in learning them.

3.13 The provider takes advantage of and builds upon the many natural learning experiences and "teachable moments" associated with daily life in a home.

3.14 The provider supports children's play, without dominating it, by simply observing, offering materials, joining in, or making gentle suggestions as needed. She plays interactive games, especially with babies and toddlers. (Interactive games include imitating babies' sounds, peek-a-boo, call and response rhymes, Simon Says, and card or board games).

3.15 Except for necessary routines and transitions, the provider does not force children into activities they do not enjoy. Most of the time, for example, toddlers can move in and out of an activity, stand and watch, or choose not to participate at all.

3.16 The provider is physically active enough to keep up with the children. The provider or an assistant is able to lift babies and toddlers.

Schedules and Routines

3.17 The provider usually maintains a consistent sequence of daily events, while the flow of activities is adapted to the individual and developmental needs of each child and the changing group.

3.18 Activities and transitions are generally smooth and unhurried; children can usually finish activities at their own pace. They seem to know what is expected of them.

3.19 *The provider greets children and parents warmly every day. Upon arrival, she helps children get involved in an activity or social interaction.

3.20 The provider helps children and parents, especially when newly enrolled, to cope with separation at drop-off and pick-up times.

3.21 **Updated 2013** The provider takes the children outdoors for a total of at least 60 minutes per day, weather permitting (wind chill not below 20 degrees F or heat index not above 90 degrees F and not stormy) unless the neighborhood is not safe. During extreme temperatures children may go outside if dressed appropriately and for as long as they are comfortable. Whenever possible, children go outside 2 or more times per day.

3.22 Rest time is relaxing and comfortable for children. Non-sleepers can have books and quiet toys to play with during rest time.

3.23 Babies and toddlers can nap when they are sleepy. If needed, the provider helps them fall asleep through rocking, patting, and/or soft music.

3.24 The provider talks to babies and toddlers about what is happening during transitions and routines.

3.25 If children wear diapers, the provider checks diapers at least once every 2 hours and changes them if wet or soiled, except during naps.

3.26 If a child is learning to use the toilet, parents and the provider agree on toilet learning approach based on each child's developmental readiness, not on age. The process is free from punishment or power struggles.

3.27 The provider encourages children to clean up after themselves as they are able and models a positive attitude about cleaning up.

3.28 School-agers have space and time to relax after the school day.

Positive Discipline

3.29 *Positive guidance, appropriate for the developmental abilities of each child, is used to help children gain self-control and take responsibility for their own behavior.

3.30 The provider clearly explains to children in a positive way what is expected of them.

3.31 The provider minimizes toddlers' frustrations through redirection.

3.32 The provider frequently lets children experience the consequences of their own misbehavior, if this is safe, rather than punishing them.

3.33 The provider avoids power struggles with children. Children age 3 and older have opportunities to assert their power by taking responsibility as leaders and helpers.

3.34 If "time outs" are used, they are used only as a last resort with children age 3 and older. They are used as a cooling-off time rather than a punishment. They are no more than one minute in length for each year of the child's age, or the child determines when she/he is ready to return to the group.

3.35 *No form of physical punishment or humiliation is ever used. The provider does not criticize, shame, tease hurtfully, threaten or yell at children and is not physically rough with the children.

Social and Self-Development

Empathy

3.36 The provider helps children to gain awareness of other people's feelings and to understand how their own actions affect others.

3.37 The provider helps children resolve conflicts and disagreements with each other by talking through their feelings and finding their own solutions.

3.38 The provider helps children learn to respect each other's possessions and activities.

Belonging to a Group

3.39 Some activities involve all the children working together for a common purpose. The provider encourages children to work on projects and play games together.

3.40 Children are learning about sharing, taking turns, and working together.

3.41 Sometimes children help with preparing food, setting table, or cleaning up after meals.

3.42 If there are children age 3 and older, the provider helps children get to know people in the neighborhood and community.

Respecting Differences

3.43 The provider helps children understand and respect people who are different from themselves. The provider responds factually to children's curiosity about similarities and differences among people.

3.44 The provider assures that children and their families are not stereotyped or left out of any activity because of their race, gender, ethnicity, ability, or any other personal characteristic. Girls and boys have equal opportunities to take part in all activities and use all materials.

3.45 The provider helps children notice incidents of bias and learn effective ways to stand up for each other and themselves in the face of teasing, bullying, or other forms of discrimination.

3.46 The provider introduces cultural activities based on the authentic experiences of individuals rather than a "tourist curriculum" of exotic holidays and stereotyped decorations.

Self-Esteem and Self-Awareness

3.47 The provider supports children in their growing self-awareness and self-acceptance.

3.48 The provider acknowledges specific aspects of each child's accomplishments and efforts.

3.49 The provider accepts children's emotional needs, including their see-sawing demands for both dependence and independence.

3.50 The provider does not criticize or tease children when they make mistakes.

3.51 The provider helps children take responsibility for themselves and their belongings, building self-help skills when they are ready.

Physical Development

3.52 **Updated 2013** *Children are engaged in large motor activities for at least 30 minutes in each half day either indoors or outdoors. These activities may occur at one time or may be accumulated during each half day.

D1 **New 2013** *Non-crawling babies spend short periods (three to five minutes) of supervised time on their tummies each half day when they are awake. Time may be increased as the baby shows that the activity is enjoyed.

3.53 *Children have daily opportunities for small-motor activities, such as grasping, scribbling, cutting with scissors, buttoning, tying shoes, using art materials, or playing with manipulatives.

3.54 Children, especially babies and toddlers, have rich experiences using their senses- seeing, hearing, tasting, smelling, and touching.

Cognition and Language

Cognitive Development

3.55 The provider helps children gain information and understanding through exploration, books, and other people.

3.56 The provider encourages children to develop and represent their understanding through a variety of activities.

3.57 The provider introduces time concepts through consistent routines, and helps children age 2 and older recall past experiences and plan future events.

3.58 The provider encourages children to think for themselves, to solve problems on their own and with others, and to have confidence in their ability to find solutions.

Language and Communication

3.59 The provider encourages children to express their thoughts and feelings and listens with interest and respect.

3.60 *The provider takes time every day for meaningful conversation with each child. The provider takes an interest in and responds positively to babies' vocalizations and imitates their sounds.

3.61 The provider encourages children to listen to and respond to each other.

3.62 The provider adjusts communication to match the understanding of each child.

3.63 When the child's home language is different from the provider's, the provider shows respect for both languages by learning and using key words or songs in the child's home language.

Literacy

3.64 *The provider reads to children for at least 15 minutes during each half day, or all the children are able to read. Books are used to stimulate conversation that expands upon children's interests and imagination, to build vocabulary, or to introduce new ideas and information.

- If the children have short attention spans, reading can occur in brief moments including during snacks or meals.
- Children who can read independently spend at least ½ hour in each ½ day engaged in literacy activities (such as reading, writing, listening to stories, or performing plays).

3.65 *Children have access to books every day. The provider encourages children to look at or read books on their own. She teaches children to take care of books as needed.

3.66 The provider builds on children's emerging interest in print and writing in the context of meaningful activities. Depending on their developmental levels, she encourages them to scribble; to recognize signs, alphabet letters and their sounds, to write their names, notes, and stories; to label their drawings; make books; or keep journals.

Math and Science

3.67 Children learn math and science concepts in the context of everyday activities, such as setting the table, preparing food, sorting the mail, cooking, gardening, and playing games. As they are able, they match, sort, arrange things in sequence, count things, measure, and recognize and create patterns.

3.68 Children have opportunities to explore the natural and physical environment, such as watching insects, planting seeds and caring for plants, playing with water and sand, and playing with balls and ramps.

3.69 The provider encourages children age 3 and older to observe and make predictions about things in the environment through activities and language, and asks them "what if" questions.

Creative Development

3.70 The provider offers daily opportunities for children to use their imagination and creativity through a variety of activities.

Art

3.71 The provider sets out inviting materials for art activities. Children age 3 and older have access to basic art materials during free play times.

3.72 Most art activities are open-ended and child-directed. Children decide what they will create and how they will do it. Coloring books, pre-cut materials, or activities that require children to produce a specific product are not examples of art activities (although they may be useful in other ways).

3.73 The provider comments on specific aspects of children's art, focusing on children's exploration of the materials and descriptions of their work. The provider does not show preference for work that looks realistic or pretty.

3.74 If there are children age 3 and older, the provider values children's work by displaying some of it (such as on the refrigerator or closet doors, in photo albums, scrap books, portfolios, wall hangings, child-made games, books, or painted cartons). She helps parents appreciate some of their children's creations.

Music, Movement, and Dramatic Play

3.75 The provider uses music in a variety of ways such as singing, finger plays, clapping games, playing instruments, and playing a variety of recorded music.

3.76 Children have opportunities to participate in making music with their voices or instruments (purchased or home-made).

3.77 The provider encourages children to dance and to use movement to recreate meaningful experiences, tell stories, or act out concepts.

3.78 The provider facilitates children's pretend play.

Television and Computers

3.79 **Updated 2013** If screen media is used, the provider assures the content is appropriate for the ages of the children. Screen media is free from violent, sexually explicit, stereotyped content (including cartoons) and advertising.

3.80 **Updated 2013** If children use screen media, the provider limits their time of use to no more than 2 hours per week and for educational use or physical activities. Engaging alternative activities are offered to all children when screen media is offered.

D2 **New 2013** Children under the age of 2 are discouraged from using screen media. Engaging alternative activities are offered when screen media is offered to older children.

3.81 **Updated 2013** If a computer is used by the children, the provider limits each child's computer time to no more than fifteen minutes at a time for a total of no more than the 2 hour per week screen media limit. When school-agers are engaged in an educational project or when children require the use of assistive technology, time using the computer may be extended.

3.82 When used, all computer software promotes children's active involvement, group participation, learning, creativity, or fun.

3.83 If the Internet is used by children, the provider actively monitors its use.

Safety and Health

Children's physical well-being is assured through careful supervision, preparation for emergencies, minimizing the spread of disease, and serving of nutritious food.

Safety

Supervision

4.1 This standard was updated in 2013 and split into 3 standards-see S1-S3 below.

S1 **New 2013** *Children under the age of 3 are in the provider's line of sight at all times, except when she attends to her personal needs for up to 5 minutes. The provider assures the safety of all children while attending to her personal needs.

S2 **New 2013** *Children age 3 and older may be out of the provider's line of sight for short periods of time, as long as the provider is close by and listens carefully to assure all children are safe.

S3 **New 2013** *Children under the age of 6 are never inside or outside by themselves. When children are inside, the provider is inside. When children are outside, the provider is outside.

4.2 **Updated 2013** * When children are sleeping
- The provider can hear them (monitors are permitted)
- The provider visually checks on babies under the age of 8 months every 15 minutes (visual monitors are not permitted as a substitute for a visual check).
- The provider's own children may sleep in their own bed regardless of age.

4.3 *The provider is particularly careful in supervising children in potentially hazardous activities including swimming, water play, woodworking, cooking, and field trips.

4.4 *Children are not permitted to leave the program with anyone other than their parent or specific individuals designated by a parent in writing or verbally. This applies to non-custodial parents.

4.5 Children are not left in equipment that restrains their movement for more than 20 minutes at a time and no more than half the time in care, except when eating or sleeping. Such equipment includes but is not limited to cribs, play pens, swings, baby seats, high chairs, exercisers. Back and front packs excluded.

4.6 If children are transported, take walks, or go on field trips, the provider has a comprehensive plan which addresses all safety issues and assures that children do not become separated from the group.

Checklist for Outings

4.7 The provider brings:
- first-aid kit (see 4.10)
- emergency telephone numbers (see 4.11)
- emergency treatment permission forms
- coins for a pay phone, calling card number, or cellular phone
- note paper and pen
- diapers and wipes, if needed

4.8 Children carry:
- the provider's name and telephone number and their own name, where it is not visible, in case they do become lost.

4.9 *If children are transported in the provider's vehicle:
- babies, toddlers, and preschoolers never sit in the front seat of a vehicle
- those over the age of 6 and under the age of 12 do not sit in the front seat of a vehicle with an active passenger airbag
- they are never left unattended in a vehicle
- excluding public transportation, they use a car seat, belt positioning booster seat or a seat belt approved for their height and weight. The car seat/booster has been properly installed according to the instructions of both the vehicle and car seat/booster's manufacturers.

Emergency Preparation

4.10 *The provider has a first-aid kit readily accessible but out of reach of children.

The first-aid kit includes:
- first-aid instructions
- disposable non-porous gloves
- soap and water or hydrogen peroxide
- tweezers
- bandage tape
- sterile gauze
- scissors
- a thermometer, baby-safe if babies are enrolled (may be kept separately from first aid kit)

4.11 *There is a working telephone, and emergency phone numbers are posted nearby.

Emergency phone numbers include:
- Parents' daytime numbers
- 911 or the local emergency numbers for: ambulance, police, and fire department
- poison control
- a nurse, doctor, or other medical consultant
- an emergency back-up caregiver
- two back-up contacts for each child

4.12 The provider helps children, as they are able, to learn their full names, addresses, phone numbers, and how to dial 911 or the local emergency number.

4.13 *If the provider does not speak English, she is able to communicate basic emergency information in English and she can understand English instructions printed on children's medication.

Fire Prevention

4.14 *Flammable materials are not stored in areas used for child care.

4.15 *Children do not have access to matches or lighters.

Injury Prevention

4.16 *Equipment and materials, indoors and outdoors, are safe and in good repair. There are no sharp or rough edges on furniture, toys, or outdoor play equipment.

4.17 The provider has an effective system to check for new safety hazards, indoors and outdoors.

4.18 The provider conducts monthly evacuation drills and keeps a log of the dates and times when drills were practiced.

4.19 Children under the age of 6 do not wear necklaces (unless necklace can be easily broken), pacifiers on a cord around the neck, or clothing with draw strings around the neck, or the provider takes necessary precautions to avoid strangulation. There are no toys with cords, strings, or straps long enough to wrap around the neck (over 12 inches long).

4.20 There are no latex balloons within reach of children under the age of 4.

4.21 *If there is a working fireplace, woodstove, or space heater, it is safely screened and inaccessible to children or not used when children are present.

4.22 *Poisonous items are kept in a locked or out-of-reach location.

Poisonous items include:
- medications
- poisons
- alcoholic beverages
- tobacco
- pesticides
- cosmetics
- cleaning supplies

4.23 *If there are firearms in the home, they are kept unloaded in a locked place inaccessible to the children. Ammunition is stored in a separate, locked place.

4.24 The provider helps children understand dangerous situations and the reasons for safety rules. The provider involves children age 3 and older in discussions about their safety.

Special Precautions for Babies and Toddlers

4.25 If there are children under the age of 3, toys or objects less than 1 ¼ inches in diameter and 2 ¼ inches in length are kept out of reach.

4.26 *Children are never left alone on a changing table. The provider keeps one hand on the child or diapering occurs on the floor.

4.27 Babies under the age of 1 are placed on their backs for sleeping.

4.28 If there are children under the age of 3, water play is limited to sprinklers, containers less than 6 inches wide, or sinks - or water is less than 1 inch deep.

Home Safety Checklist - See Accreditation Health and Safety Guidebook

4.29 Children cannot lock themselves into rooms. Privacy locks on bathroom or bedroom doors are inaccessible to children, or locks can be opened quickly from outside.

4.30 *Working smoke detectors are installed on each floor of the home and near cooking and sleeping areas. Working carbon monoxide detectors are installed near sleeping areas.

4.31 *A working ABC-type fire extinguisher is located near the kitchen and on each floor used by children and instructions for use are posted. The recommended dates on fire extinguishers are not expired.

4.32 *Hot radiators and water pipes are covered or out of reach of children, or are not very hot to the touch. The tap water is not uncomfortably hot to the touch.

4.33 Hot items, including beverages, are kept out of children's reach.

4.34 Paint on the walls, ceilings, woodwork, and any other surface is not peeling or flaking. There are no paint chips or dust on floors or window sills. Walls and ceilings are free of holes or large cracks. There is no exposed asbestos insulation.

4.35 There are no toxic plants within children's reach, and the provider teaches children not to pick plants without permission.

Electrical Cords and Outlets

4.36 All electrical cords within children's reach are secured.

4.37 No cords are placed under rugs or carpeting.

4.38 *If there are children under the age of 6, every electrical outlet within children's reach is covered with a choke-proof, child-resistant device, in use, or otherwise "child proof".

Exits and Stairs

4.39 Each floor used by children has at least two exits that lead to the ground level.

4.40 Exits are usable by toddlers and older children. Access is unobstructed.

4.41 Stairs with more than 3 steps, or a total rise of 24 inches or more, have railings usable by the children.

4.42 Railings are on the right side when descending, if possible.

4.43 Secure and safe gates or barriers close off the top and bottom of all stairs adjoining areas used by children under the age of 4. There are no pressure gates or accordion gates with openings large enough to entrap a child's head.

Windows

4.44 Cords of window coverings are secured or out of children's reach.

4.45 *If windows more than 3 feet above ground are opened, they cannot be opened more than 6 inches or they are opened from the top and have safety guards – with bars no more than 4" apart. The safety guards must be removable from inside or outside by an adult in case of an emergency.

4.46 Windows that are opened have screens in good repair, unless the region is free of flying insects.

Kitchen

4.47 The stove and other cooking appliances are used safely or not used while children are present. Basic stove and oven safety guidelines:
- Pot handles are turned to the back.
- Back burners are used when available.
- Knobs are removed or covered when not in use, or there are safety knobs, or they are out of children's reach.
- Children do not play within 3 feet of stove while in use. (School-agers may cook on stove if they are carefully supervised.)

4.48 If children under the age of 4 enter the kitchen, lower cupboards are free of dangerous items or have child-proof latches.

4.49 Dishes, utensils, cooking and serving items, and bottles are washed in a dishwasher, or washed in clean, hot, soapy water, rinsed, and air dried; or disposable dishes, cups, and utensils are used.

4.50 Containers for wet garbage are plastic-lined and covered with a step-operated lid, or are located out of reach of children.

4.51 A cold pack or equivalent is kept in the freezer or refrigerator.

Bathroom and Diapering Area

4.52 Diapering and toileting areas are separated from food areas. If the kitchen sink is used for hand washing after toileting or diaper changing, it is sanitized after use.

4.53 The diapering surface is cleaned and sanitized after each diaper change, and diapers are disposed of in a plastic-lined container, covered with a step-operated lid, or located out of reach of babies and toddlers.

4.54 *If a potty chair is used, it is washed and sanitized after each use.

4.55 A secure step or stool is located in front of any sink where children wash their hands, or children can reach faucets without a step. Children under the age of 2 may be held while washing hands.

4.56 *Soap, running water, and paper towels are provided. If paper towels are not used, then each child has an assigned towel that is used consistently, doesn't touch other towels, and is laundered weekly or more often if needed.

Sleeping Areas

4.57 **Updated 2013** *Cribs and portable cribs (full size and non-full size) used for babies have a date of manufacture label after June 28, 2011 or a Certificate of Compliance from the manufacturer. This does not apply to mesh/net/screen cribs, non-rigidly constructed cribs, cradles (both rocker and pendulum types), car beds, baby baskets, and bassinets which may be used.

4.58 Sleeping areas for babies do not have any surface that can conform to the face, including a soft pillow, soft mattress, comforter, or stuffed animal.

4.59 Children are provided with individual sleeping spaces allowing their faces to be at least 3 feet apart from each other. Each child's bedding is stored so that it does not come into contact with other bedding.

Outdoor Safety Checklist

4.60 Outdoor play equipment is spaced to avoid safety hazards for active children.

4.61 Play space, including neighborhood playground if used, is free of animal feces, broken glass, paint chips, or trash. There is no flaking or peeling paint or bare soil within 15 feet of a structure.

4.62 If there is a sand area or box, it is covered when not in use.

4.63 A fence or natural barrier encloses the play space, unless traffic is not a hazard. Space under porches is closed off.

4.64 *Ponds, wells, tool sheds, and other hazards are fenced or closed off.

4.65 No trampolines are accessible to the children in care, except for therapeutic equipment used with supervision.

Swimming Pool

4.66 *If there is a swimming pool:
- It is inaccessible to children except when carefully supervised.
- It has a barrier such as a gate or door which is locked when the pool is not in use.
- In-ground, it is surrounded by a barrier at least 4 feet above grade that children cannot climb.
- Above-ground, pool sides are at least 4 feet high and a ladder is locked or removed when not in use.
- Life-saving equipment is located nearby.

4.67 *Any hot tub or spa that is not fenced off has a locked cover strong enough for an adult to stand on.

Swings

4.68 If there are swings, they are safe.
- Swings are surrounded by a clearance area and fall zone that extends at least 6 feet beyond the stationary swing.
- Each swing hangs at least 30 inches away from the support poles.
- Swing seats do not have pinch points or "S" hooks.
- Hooks at the top of swing ropes or chains are closed (not an open "S").

Health

4.69 If a child has been diagnosed as having a special need, the provider understands the condition, follows all prescribed treatments, and works with parents and other specialists as needed.

4.70 *No one smokes or drinks alcohol in the presence of children. No one smokes in child care areas during child care hours.

4.71 *The provider administers medications and other remedies only with written directions from a parent or the child's health care professional. Prescription medication is only administered from the original container. The written directions on the label are always followed.

4.72 Children are learning to keep themselves safe and healthy.

Nutrition and Food Preparation

4.73 *The provider serves nutritious and sufficient food following Child and Adult Care Food Program guidelines. If parents bring food, the provider assures that it is nutritious or supplements it.

4.74 **Updated 2013** *Food, including breast milk is stored, prepared, and served to children in a safe and sanitary manner.

4.75 If parents bring food, perishable items including baby bottles, are refrigerated immediately. Baby formula is in factory-sealed containers, or powdered formula is used. When parents bring prepared bottles, they are labeled with the child's name and date of preparation or time it was expressed if mother's milk is used.

S4 **New 2013** The provider supports the parent's choice to breastfeed by offering a place for on-site breastfeeding if needed.

4.76 A written menu is posted daily or weekly and modified if it is changed - or parents bring food.

4.77 Children's food allergies are posted in the food preparation and eating areas.

Meals and Snacks

4.78 Meals or snacks are available at least every 3 hours. These times are relaxed, with some conversation.

4.79 **Updated 2013** Children are encouraged to drink water and it is available at all times. Cold-water faucets that are used for drinking or cooking are flushed for 30-60 seconds every morning before use or filtered water is used. Hot tap water is never used for cooking or for mixing infant formula.

4.80 Children are encouraged to taste new foods, but they do not have to eat anything they do not want.

4.81 **Updated 2013** * Children always sit down to eat meals. Meals and snacks are not rushed nor are children forced to stay at the table for more than a few minutes after they have finished eating. There is no use of screen media during meal time.

4.82 *Food is never used as a reward or withheld as a punishment.

4.83 *The provider feeds babies when they are hungry. Babies under the age of eight months are held when bottle fed. The provider is attentive and responsive to babies during feeding.

4.84 Children do not have bottles or sippy cups of milk, juice, or other beverages while lying down or walking around. Bottles are not heated in a microwave. Solid food is cut into cubes no larger than 1/4 inch for babies and 1/2 inch for toddlers.

4.85 Children age 3 and older help to plan and prepare meals and snacks on occasion.

Minimizing Disease

4.86 The provider implements an illness policy defining mild symptoms with which children may remain in care, and more severe symptoms that require notification of parents or back-up contact to pick up child.

4.87 Upon enrollment, the provider compares child's immunization record to national standards and encourages parents to schedule any missing immunizations - or parent's written objection is on record.

4.88 *The provider practices universal health precautions.

Universal Health Precautions

- Disposable non-porous gloves are worn when the provider has contact with blood, including blood in feces.
- Articles contaminated with blood are carefully disposed of, or cleaned and disinfected, or wrapped in plastic and sent home with parents.

4.89 Children do not share combs, brushes, toothbrushes, bibs, bottles, towels, washcloths, or bedding.

4.90 All floors used by children are swept and/or vacuumed daily. Washable floors used by children are mopped with disinfectant at least twice a week.

4.91 Toys and surfaces are cleaned and sanitized as needed. Toys that are mouthed by a child are not used by other children until sanitized.

4.92 If there is water play, water containers are emptied and sanitized daily.

4.93 Sheets are laundered at least once a week or when visibly soiled.

4.94 *The provider washes her hands with soap and running water and dries with paper towel or personal towel before preparing food, before eating, and after toileting, diapering, and contact with bodily fluids. If running water is unavailable, hand-cleaning solution or disinfectant wipes may be used.

4.95 Children's hands are washed with soap and running water and dried with paper towel or personal towel before preparing food, before eating, and after toileting, diapering, and contact with bodily fluids. If running water is unavailable, hand-cleaning solution or disinfectant wipes may be used.

Pets

4.96 *Before enrollment parents are informed if there are any pets. They are informed before new pets are brought into the child care area.

4.97 *If there are pets, they are in good health, even-tempered, friendly, and comfortable around children, or they are kept in areas not accessible to children. There are no turtles, iguanas, lizards, or other reptiles unless they are kept behind a glass wall in a tank or container where a child cannot touch the animals. There are no parrots or ferrets.

4.98 *If there are cats or dogs, rabies and distemper immunization records are on file and signed by a veterinarian within the past year. Pets are free of parasites and fleas.

4.99 Litter boxes, pet feces, pet food and dishes, and pet toys are kept out of reach of children.

Professional and Business Practices

As a small business owner, the provider is ethical and caring in relations with children and families. The provider's contracts and policies are sound. The provider is reflective and intentional about her work, seeking continuing education and support from others. The provider abides by legal requirements and makes use of resources in the community.

Ethics and Legality

5.1 *The provider's attention is focused on children. Telephone calls, errands, or personal demands do not take priority over children's needs. The provider does not operate another business during child care hours.

5.2 The provider is intentional and reflective in her work, thinking about what occurs with the children and their families, considering any puzzling events or concerns.

5.3 *The provider maintains confidentiality and respects the privacy of children and families (except for reporting child abuse or neglect).

5.4 *The provider is licensed, registered, or certified and is in compliance with all state regulations.

5.5 *There is no child abuse, domestic violence, or illegal drug use in the home.

Professional Activities

Continuing Education and Support

5.6 *The provider seeks continuing training and education and is open to new ideas about family child care.

5.7 The provider keeps up-to-date with topics related to program quality. When needed, she consults with experts to gain specific information, such as how to work with children and families with special needs.

5.8 The provider is actively involved with other providers or a related professional group, if available.

5.9 The provider takes precautions to minimize extreme stress.

Resource and Referral

5.10 The provider shares information with parents about common child-rearing issues such as temper tantrums and signs of infectious disease.

5.11 *The provider knows how to detect signs of child abuse and neglect, understands the responsibility to report suspicious cases to child protective services, and, if appropriate, files a report.

5.12 **Updated 2013** The provider has information about community resources that offer services to parents and children. These resources may include but are not limited to health, mental health, nutrition/fitness, child care resource and referral, special needs, care for infants including breast feeding supports, and child care subsidies.

5.13 The provider informs parents about tax credits, child care subsidies, and employer child care benefits if available.

Business Contracts and Policies

5.14 The provider follows an enrollment process that facilitates an exchange of information between the provider and parent, working to assure a good match. Discussion includes a description of the program and policies as well as parents' values and wishes around such topics as eating, sleeping, toileting, and discipline.

5.15 Prospective parents are given the names and telephone numbers of three current or recently enrolled parents, with their permission. If unavailable, character references are given.

5.16 The provider or sponsoring agency has a signed child care contract with each family.

Child Care Contract

Areas covered in the contract include:

- hours
- fees
- payment schedule
- provider's and child's vacation
- provider's and child's sick leave and absences
- responsibility for alternate care
- termination policy

5.17 The provider gives parents receipts upon payment of fees - or fees are fully subsidized - and gives parents her social security number or employee identification number with the first receipt and upon request.

5.18 *If a child receives an injury beyond a minor scrape or bruise, the provider contacts a parent as soon as possible. Parent is given a written accident report within 24 hours which includes a description of the accident, action taken, outcome, and how the child responded.

5.19 **Updated 2013** The provider gives written policies to parents.

Areas covered in written policies may include but are not limited to:

- substitute care arrangement
- persons authorized to pick up child
- illness
- medication administration
- emergencies
- guidance and discipline
- developmentally appropriate learning activities
- the use of screen media
- parent participation and conference

If relevant, transportation, field trips, and religious activities and teaching are also included in written policies.

5.20 Program is covered by insurance including accident insurance for children and assistants (if employed), liability insurance, and vehicle insurance (if children are transported).

Record Keeping

5.21 The provider has some way of keeping observational notes about insights into children's interests, accomplishments, concerns, and some of the delightful things they say and do. These records are used for program planning and parent conversations.

5.22 The provider gathers information about the children and their families such as special needs, fears, food preferences, important holidays and traditions and updates the information as needed.

5.23 The provider keeps updated medical information for each child including:

- permission to treat emergencies, signed by parent(s)
- child's allergies
- chronic illness and other known health problems
- immunizations (or written documentation of parent's objection)

5.24 If children are transported or go on field trips, the provider has signed permission from parent(s)

5.25 The provider keeps children's daily attendance records.

Assistants and Substitutes

Assistants

Assistants are scored on all standards, together with the provider.

5.26 The assistant understands and supports the goals for each child, as well as the rules and routines of the program.

5.27 Parents have met any regular assistant or substitute, except in emergencies.

5.28 The provider and the assistant share observations of children and families and plan some activities together.

5.29 The provider offers the assistant helpful, consistent, and constructive feedback, and encourages the assistant's professional growth.

5.30 The assistant, unless a family member, has a written job description defining responsibilities. The provider offers an annual review of the assistants job performance.

5.31 The assistant, unless a family member, is paid at least the minimum wage. If the assistant works more than 15 hours a week, the provider pays the employer's share of social security and worker's compensation.

5.32 Assistants who work more than 5 hours a day with the children have a break of at least ½ hour.

Substitute Providers

5.33 Except in emergencies, parents are notified in advance when a substitute provider will be responsible for their children.

B1 **New 2013** * If an assistant is left in charge of children in the provider's absence, she or he meets all the requirements of a substitute.

Qualifications of Substitutes

5.34 *EXCEPT IN EMERGENCIES, ANY PERSON LEFT ALONE WITH CHILDREN:

- is at least 18 years of age
- holds a current certificate in first aid and pediatric CPR
- has an acceptable TB screening, see "Required Documentation" on page 3.
- has spent time with the children before being left in charge
- understands the program routines, children's special health and nutrition needs including allergies, and emergency procedures

5.35 *Children are not left with a substitute for more than 20% of the time (such as 1 hour per day every 5 hours, or 1 day per 5-day week, may be averaged over time).

5.36 At least one person is available for emergency back-up care and is able to arrive within 10 minutes.

Accreditation Terms

Accreditation – a process in which certification of competency, authority, or credibility is presented.

Accreditation Commission – The NAFCC body responsible for accreditation decisions.

Accreditation Council – The Council ensures that NAFCC Accreditation policies and standards are current and relevant.

Accreditation Period – A family child care provider is accredited for a period of three years based on successful completion of annual renewals.

Age Groups – Age groups in NAFCC accreditation are defined in the following ways:
Babies – under the age of 1
Toddlers – age 1 and older and under the age of 3
Preschoolers – age 3 and older and under the age of 5
School-Agers – age 5 and older and under the age of 12

Ages-Ages in the standards are stated as either "age__and older," or "under the age of__."
Ex. Children age 3 and older. This applies beginning on the 3rd birthday.
Ex. Children under the age of 3. This applies until the 3rd birthday.

Annual Renewals – Providers assess themselves and their programs to ensure continuous compliance with the Quality Standards, verify they continue to meet all eligibility requirements, and report their professional development activities and quality improvements they have completed during the year.

Appeal – The process used to request that an accreditation decision be reconsidered.

Application – Provider eligibility is assessed, which includes verification of CPR and First Aid certification, background checks, and family child care specific training.

Assistant – An assistant to the provider works with and under the supervision of the provider. An assistant must be age 16 or older. The assistant is not left in charge of the children unless he or she meets all the qualifications of a substitute.

Candidate – A family child care provider who is in the accreditation process.

Child Directed Activities – Times during which the children take the lead role in choosing of designing how activities will take place.

Conditional Accreditation – A temporary decision given in cases when an issue concerning a standard can be easily resolved and the resolution documented for NAFCC. When a conditional accreditation decision is made, the candidate receives specific feedback which includes the resolution that is required and a time frame within which the resolution must be made.

Conflict of Interest – A relationship or perceived relationship between an accreditation candidate and an observer that might influence the observer's objectivity.

Co-Providers – Two providers who share equally in the decision making and responsibility. Both providers must meet all eligibility requirements and submit all provider documentation. Each co-provider must be on site and actively involved at least 60% of the time. Both co-providers are scored on all standards during the observation visit and both participate in the interview.

Decision – NAFCC reviews documentation from the observer and the candidate, as well as data from the parent surveys. The Accreditation Commission uses that information to determine the candidate's accreditation status.

Deferral – A decision given in cases when the Commission concludes that significant improvements need to be made in the child care program and additional time is needed in self-study. The provider may apply for accreditation when eligible.

Developmentally Appropriate Practice – This important concept (Bredekamp & Copple, 1997, 2009), identified by the National Association for the Education of Young Children (NAEYC), means that a caregiver's practices are appropriate for the developmental levels of the children enrolled, as well as being appropriate for each individual child in his or her social and cultural context. The concept applies throughout the accreditation standards.

Documentation - Provider – Data required from a provider to process an accreditation application. Provider documentation includes certificates, forms, and specific written information.

FCC / Family Child Care – Child care that is offered in a home environment for children from infancy through the school-age years. Many providers have their own children and/or relatives in their family child care programs.

Field Trip – An outing where children go to a destination other than their home or school. The outing may or may not require transportation. Walking field trips are included in this definition.

Free Play – An unhurried time for children to choose their own play activities, with a minimum of adult direction. Providers may observe, facilitate, or join the play, as needed. Free Play may be indoors or outdoors. Several choices must be available.

Fully Met – The designation used to refer to a standard when there is full and consistent evidence demonstrating high-quality.

Intentional No – Providers may choose not to meet a non-starred standard if there is sound reason to do so, however, the intention of the standard must be met in some way. The reasoning must take all health and safety aspects into consideration. NAFCC will make the decision as to whether the intentional no is accepted or not.

Mandatory Standard – A standard that has been determined to be required for high quality care. Providers must meet all mandatory standards. A mandatory standard is also referred to as a "starred" standard.

Manipulative Toys – Small toys that foster small-motor development and eye-hand coordination, such as nesting cups, puzzles, interlocking blocks, and materials from nature.

Mentor – An individual who offers support and guidance.

NAFCC – The National Association for Family Child Care is the professional organization dedicated to promoting high quality care by strengthening the profession of family child care.

Not Applicable – The designation that a standard does not apply to the family child care program. Not applicable standards are not considered in making a decision about a candidate's accreditation status.

Not met – The designation that there is little or no evidence that a standard is being met.

Not Observed –The designation that there is not observable evidence that a standard is being met.

Observation – NAFCC trained observers conduct observations of candidates and their programs. The observer gathers information based on the Quality Standards and objectively documents what is seen and heard.

Observer – A professional trained by NAFCC who observes the family child care environment home to document if the accreditation standards are being met and interviews the provider to inquire about any standards that are not fully met or that were not observed. Observers have experience and knowledge about family child care programs, as well as knowledge of child development.

Open-ended Art – Open-ended art allows children to construct their own creations. Children decide what they will make, draw, or paint, etc. and deicide how they will go about the creative process.

Open-Ended Questions – Open-ended questions have many possible answers, not just one correct answer. They include "what if" questions which require children to make predictions and other questions that encourage children to use their imaginations.

Parent – In the NAFCC system, the term "parent" includes parents, grandparents, foster parents, same-gender co-parents, and any guardian or other adult committed to caring for the child.

Partially Met – The designation that a standard is met some of the time, or some of the standard is met, but not most of the time or most of the standard.

Power Struggle – On-going competition for power where each person tries to control and subdue the other.

Project (Accreditation Facilitation) – An entity offering accreditation support services to family child care providers.

Provider – The person in charge of the family child care program. NAFCC Accreditation requires the provider to be on site and actively involved at least 80% of the time care is offered. When a standard refers to "the provider," it also applies to the co-provider, assistant, or substitute.

Provider Interview – A time built into the observation visit during which the provider is able to give NAFCC additional information about what was seen or not seen during the observation. The provider interview also includes a series of scripted questions the provider is asked to answer.

Re-accreditation – The process an accredited provider engages in to maintain current accreditation status at the end of the three-year accreditation period. There is no limit to the number of times a provider can be re-accredited.

Relocation – The term used when the accredited provider moves her program during the three-year Accreditation period.

Scoring – The designation chosen by the observer to indicate whether the provider fully meets, partially meets, or does not meet a standard. Scoring in the Decision Phase refers to the process of assessing the observer's documentation, the provider's self-observation and the parent surveys prior to the Accreditation Commission's decision.

Screen Media- Screen media is any electronic device which has a screen for viewing TV, videos, DVD's, internet, or for playing games.

Self-Certified Standards – Standards that are not assessed by the observer which must be certified by the provider. If a provider indicates that a self-certified standard is less than fully met, an explanation of circumstance or rationale must be included. The provider must sign and date a self-certified compliance affidavit.

Self-study – During self-study, providers evaluate themselves and their programs using the Quality Standards for NAFCC Accreditation and make quality improvements.

Special Needs – Children with special needs are not usually placed in a separate category in the NAFCC Accreditation. The provider should respond to the unique needs of every child.

Standard – The designation used by NAFCC to refer to accreditation criteria.

Substitute – A person who is left in charge of children, when the provider or an assistant is absent. Substitutes must meet the qualifications described in the Quality Standards.

Support Group – Providers who come together to identify ways to meet accreditation standards and offer each other support in preparation for accreditation.

Teachable Moments – Unplanned events that can be used as learning opportunities. They provide meaningful contexts to introduce or expand on something you want children to learn about. Teachable moments can include meal times, experiences with pets, or events children witness while traveling.

The Family Child Care Project – The Family Child Care Project is dedicated to improving the quality of family child care through research, demonstration, and dissemination. Kathy Modigliani, Ed.D., is the project director.

Tourist Curriculum – Inappropriate cultural activities in which children are exposed to a sampling of exotic holidays, heroes, events, foods, or customs from other cultures with no real exploration of how people truly live or any understanding of their values.

Waiver – Providers may request a waiver for any of the requirements to become accredited by writing and sending supportive documentation to the NAFCC Commission. The commission reviews each request on individual bases and responds accordingly.

What if Question – Questions that require a prediction.

References

Note: The following resources were used, together with the community focus group findings, to inform the Quality Standards.

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District of Columbia State Board of Education
DCSBOE

DISTRICT OF COLUMBIA STATE BOARD OF EDUCATION

R13-01

RESOLUTION IN SUPPORT OF ADOPTION OF REVISED EARLY LEARNING STANDARDS

WHEREAS, on December 17, 2008, the State Board of Education adopted Early Learning Standards: Infants, Toddlers and Pre-Kindergarten;

WHEREAS, in July 2010, the State Board of Education adopted the Common Core State Standards (CCSS) in the areas of English language arts and mathematics;

WHEREAS, education leaders in other states, such as Illinois, Washington, Massachusetts, New York, California, and Maryland, have adopted new or revised their existing early learning standards to align with CCSS;

WHEREAS, the District of Columbia, has committed to move towards 100% alignment between District academic standards and the Common Core State Standards (CCSS);

WHEREAS, the Office of the State Superintendent of Education (OSSE) partnered with the University of the District of Columbia to revise the District's existing Early Learning Standards and ensure alignment with CCSS;

WHEREAS, a child's development before kindergarten has a significant impact on the child's continuing success throughout their K-12 education and beyond;

WHEREAS, the State Superintendent has recommended adoption of the revised Early Learning Standards in the District of Columbia;

WHEREAS, the State Board of Education has reviewed the substance of the revised Early Learning Standards for Students and finds that the standards: 1) specify the knowledge and skills that students are expected to achieve; 2) contain coherent and rigorous content; and 3) encourage the teaching of advanced skills;

WHEREAS, the State Board of Education encourages the OSSE to revise and submit Early Learning Standards on an as needed basis to the State Board of Education for approval to ensure that they are consistent with best practices;

WHEREAS, the State Board of Education held public hearings on the revised Early Learning Standards on January 23, 2013 and a working session on February 13, 2013 and received citizen input;

WHEREAS, the State Board of Education is committed to monitoring the implementation of these standards consistent with the Pre-K Enhancement and Expansion Act of 2008;

BE IT RESOLVED, the State Board of Education hereby approves and adopts the revised Early Learning Standards as the state academic standards for pre-Kindergarten and early childhood learning programs in the District of Columbia.

Date Adopted: (b)(6) Attest: 3/20/13

Assessment Tools

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. (2010). *Teaching Strategies GOLD® objectives for development & learning: Birth through kindergarten.* Washington, DC: Teaching Strategies, LLC.

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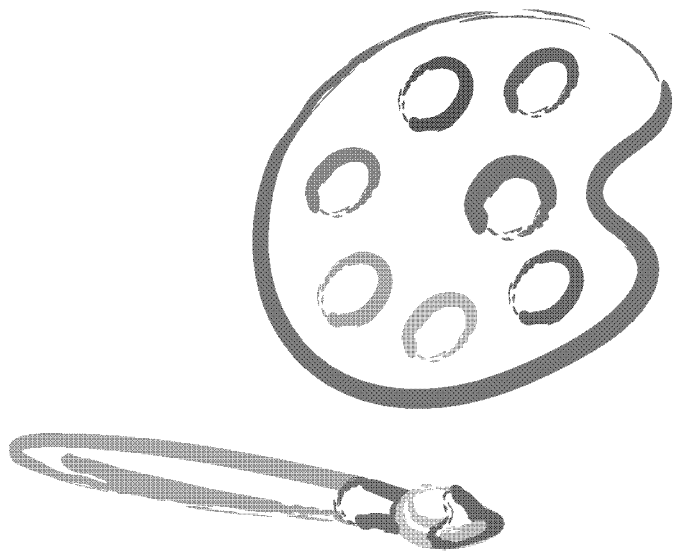

Acknowledgments

The District of Columbia State Board of Education (SBOE) and the Office of the State Superintendent of Education (OSSE) extend sincere appreciation to those who contributed expertise and time to the development and review of the earlier editions of the *Early Learning Standards for Infants and Toddlers* and the Pre-Kindergarten Standards.

The first iteration of the *DC Early Learning Standards for Pre-Kindergarten* began in 2006 and was the result of a yearlong process that involved the input of a broad cross-section of individuals in the District of Columbia. This collaborative effort was undertaken under the auspices of the federal Early Learning Opportunities Act Grant, Initiated and supported by the Department of Human Services, Early Care and Education Administration under the leadership of its Administrator, Barbara Ferguson Kamara, and convened by the Early Childhood Leadership Institute at the University of the District of Columbia through its Executive Director, Maurice Sykes. The Standards setting process was led by Diane Trister Dodge, President of Teaching Strategies, Inc. and a member of the Mayor's Advisory Committee on Early Childhood Development.

The following individuals served as members of the domain teams in the first round of the standards setting process. They served in this capacity as early childhood practitioners, child and family advocates, and concerned citizens dedicated to enhancing the quality of early childhood programs in the District of Columbia. Their views do not represent their organizational affiliation or endorsement of their organizations:

Approaches to Learning: Bruce Boyden, Early Childhood Leadership Institute; Diane Trister Dodge, Teaching Strategies, Inc.; Nefertiri Smarr, SPARK DC, National Black Child Development Institute

Social and Emotional Development: Lindsey Allard, SPARK DC, National Black Child Development Institute, Marsha Boveja, El Centro Rosemount; Diane Trister Dodge, Teaching Strategies, Inc.; Andrea Young, SPARK DC, National Black Child Development Institute Teaching Strategies, Inc.

Language and Literacy: Jan Greenberg, Teaching Strategies, Inc.; Csilla Luckett, Early Childhood Leadership Institute; Kevin McGowan, DCPS Head Start; Sherrie Rudick, Teaching Strategies, Inc.; Nancy Snyder, Community Academy Public Charter School: Diana Zurer, Early Childhood Leadership Institute

Mathematical Thinking: Toni Bickart, Teaching Strategies, Inc.; Barbara Hailes-Payne, Early Childhood Leadership Institute; Mary Wade, DCPS, Gibbs ES; Selma White, DCPS, Watkins ES

Scientific Inquiry: Lisa Bryant, Commerce Kids; Lauren Jackson, DCPS Head Start; Kathleen McKeon, Early Childhood Leadership Institute; Jennifer Park-Jadotte, Teaching Strategies, Inc.

Social Studies: Michelle Fobbs, DCPS, Thurgood Marshall ES; Cate Heroman, Teaching Strategies, Inc.

Creative Arts: Brenda Clark, Community Academy Public Charter School; Sarah Kaufman, DCPS, Watkins ES; Eileen Wasow, CentroNía

Physical Development, Health, and Safety: Jeffrey Keels, United Planning Organization Center #1; Peter Pizzolongo, NAEYC; Eulalia Ross, United Planning Organization

The following individuals also participated in the *Early Learning Standards* development process.

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Bruce Boyden, ECLI/UDC
Lisa Bryant, Commerce Kids
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Mary Gill, DCPS, Office of Citywide Early Childhood Initiatives
Cynthia Goldbarg, CentroNía
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Ivora Tyler, District of Columbia Public Schools, Seaton ES
Mary Wade, DC Public Schools
Niyeka Wilson, Community Academy Public Charter School

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Review of Approaches to Learning and Social/Emotional Standards
Barbara Bowman, Erikson Institute, Past President, NAEYC
Marilou Yson, National Association for the Education of Young Children

Review of Language & Literacy Standards
David Dickinson, Lynch School of Education, Boston College
Dorothy Strickland, National Institute for Early Education Research, Rutgers University

Review of Mathematics Standards
Doug Clements, The State University of New York at Buffalo
Julie Sarama, The State University of New York at Buffalo

General Review
Cecelia Alvarado, Teaching for Change
Linda M. Espinosa, University of Missouri-Columbia
Edward Greene, EM Greene Associates
Marilyn Hamilton, University of the District of Columbia
Alice Honig, Syracuse University
Sharon Lynn Kagan, Columbia University
Peter Mangione, WestEd
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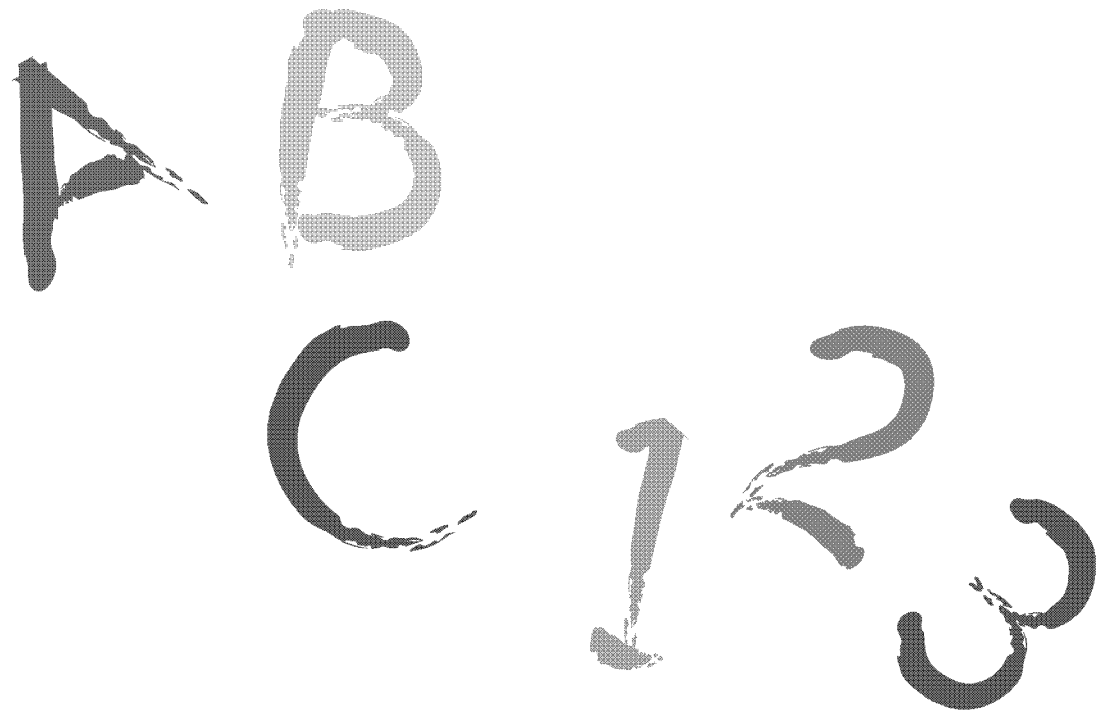
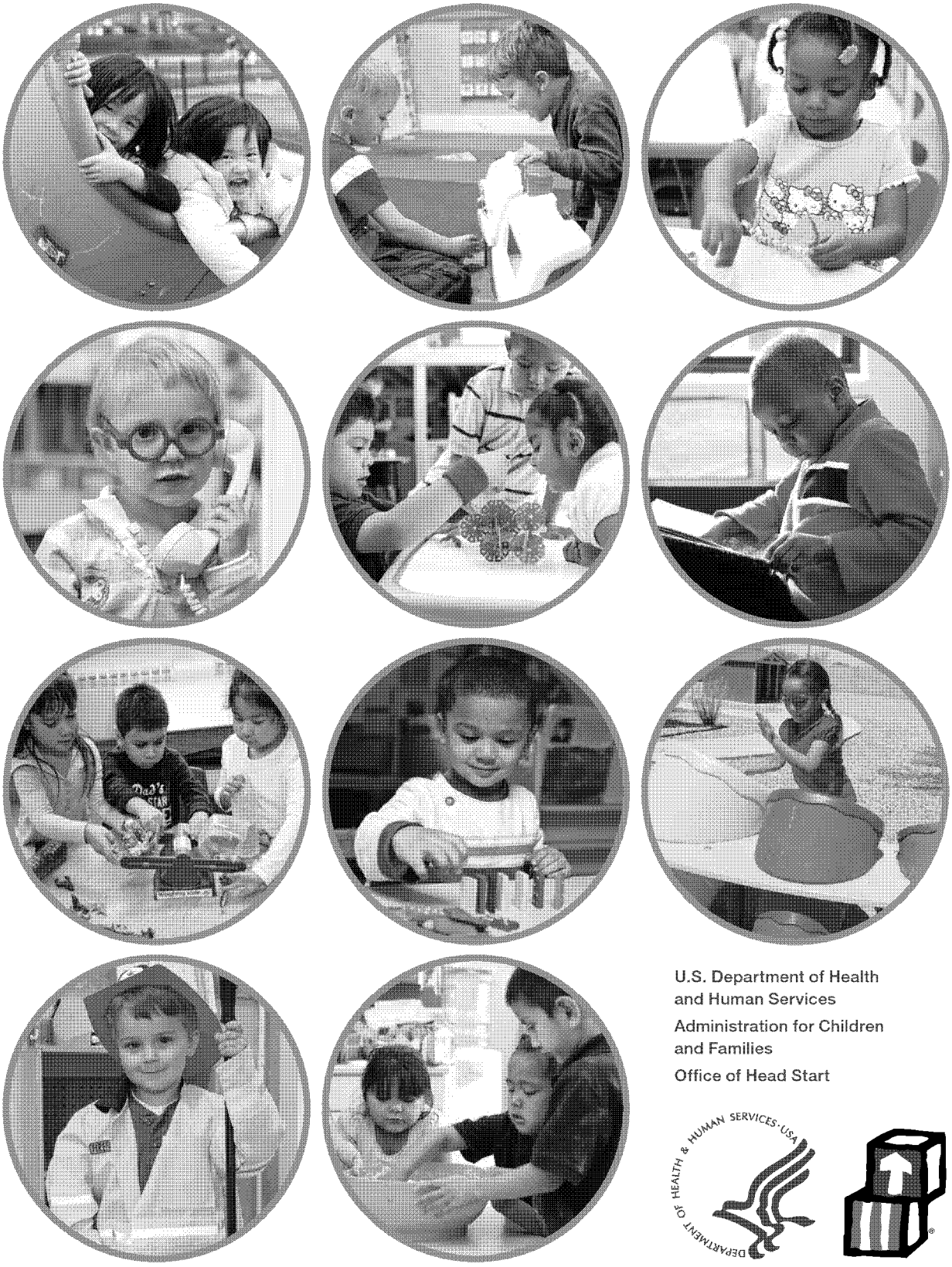


THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old



U.S. Department of Health and Human Services
Administration for Children and Families
Office of Head Start

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DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
Office of Head Start
1250 Maryland Avenue, SW
8th Floor
Washington, DC 20024

December 2010

Dear Head Start Colleague,

I am pleased to share this revision of the Head Start Child Outcomes Framework, renamed The Head Start Child Development and Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old. The changes to the revised Framework are designed to provide more clarity to the domains and domain elements of the original Framework and do not create new requirements for Head Start grantees.

The original Framework, published in 2000, was a groundbreaking document reflecting early childhood research at the time, as well as requirements of the 1998 Head Start Act. Its release created a wave of activity that focused Head Start grantees on key elements of school readiness and moved many states to develop early learning standards that mirrored elements of the Framework.

The early childhood field has changed dramatically. The population of children served by Head Start and other early childhood programs continues to grow more diverse. New research has improved our understanding of school readiness, and the Improving Head Start for School Readiness Act of 2007 has increased the Framework's role in Head Start programs. In addition, almost every state now has early learning standards. Also, new reporting systems have emerged at the state level and through the Office of Special Education Programs (OSEP) within the U.S. Department of Education. The Framework is revised in light of these realities.

We expect the revised Framework to be used by programs in curriculum and assessment decisions just as the original Framework was intended to be used. It should also continue to be used to connect child assessment data to aspects of Head Start program design, including school readiness goals consistent with state and local expectations, if appropriate. Additionally, we expect it will guide the collection of child assessment data for other early childhood reporting systems, if locally required. When used in these ways, the revised Framework will provide data for program self-assessment and promote continuous quality improvement in programs and child well-being and success.

The Office of Head Start is pleased to lead the field with this work. We hope that the revised Framework will continue to guide all programs serving 3 to 5 year old children, including children who are dual language learners and children with disabilities, on the key elements of school readiness.

Thank you for the work you do every day for children and families.

Sincerely,

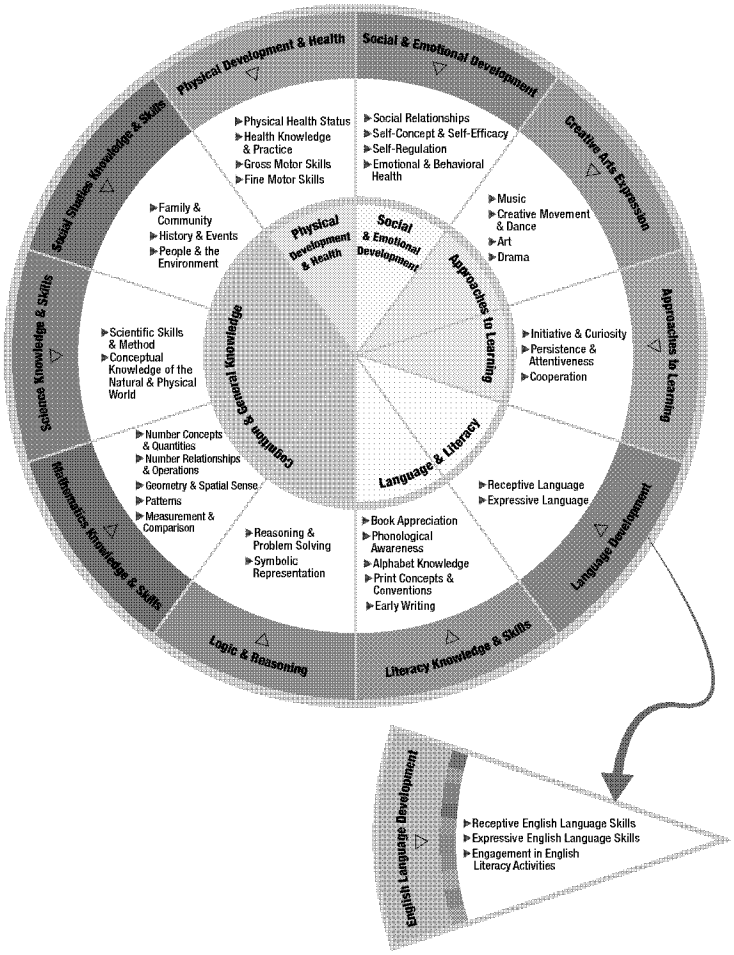
/ Yvette Sanchez Fuentes /

Yvette Sanchez Fuentes
Director
Office of Head Start

THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

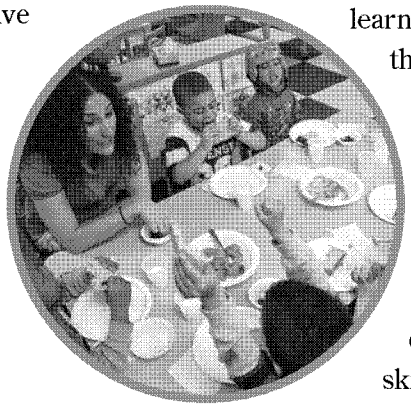
Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old

The Head Start Child Development and Early Learning Framework provides Head Start and other early childhood programs with a description of the developmental building blocks that are most important for a child's school and long-term success. Head Start children, 3 to 5 years old, are expected to progress in all the areas of child development and early learning outlined by the Framework. Head Start programs also are expected to develop and implement a program that ensures such progress is made. The Framework is not appropriate for programs serving infants and toddlers. (The Framework appears below and full-size on page 6.)



THE ROLE OF *THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK* IN HEAD START PROGRAMS

The Framework outlines the essential areas of development and learning that are to be used by Head Start programs to establish school readiness goals for their children, monitor children's progress, align curricula, and conduct program planning. It does not provide specific benchmarks or levels of accomplishment for children to achieve during their time in Head Start. The Framework reflects the legislative mandates of the Improving Head Start for School Readiness Act of 2007 and current research in child development and learning. The Framework also reflects Head Start's core value to promote all aspects of child development and learning in early childhood programs.



This Framework is a revision of the *Head Start Child Outcomes Framework* that was issued in 2000. The original Framework was created to guide programs in curriculum implementation and the ongoing assessment of children's progress. However, the Head Start Act of 2007 makes the Framework significantly more prominent in the operations of programs serving 3 to 5 year olds. The Act requires programs to align program goals and school readiness goals for children to the Framework. Also, their curricula, assessments, and professional development activities are to align with the Framework. In this new context, the elements of the Framework act as beacons that guide all key aspects of Head Start program implementation.

WHAT IS INCLUDED IN THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK?

The Framework is organized into 11 **Domains**, 37 **Domain Elements**, and over 100 **Examples**. The domains and domain elements are organized in a similar way to the original Framework to facilitate a transition to the revised one.

The organization of the Framework into domains and domain elements does not imply that Head Start programs are to compartmentalize learning or learning activities, or organize the daily schedule by the specific domains. Head Start programs are to address the domains in an integrated way, using intentional instruction and scaffolded learning throughout the day. For example, dramatic play can promote language development, literacy, and math skills. And children can learn about science and social studies concepts through literacy activities, as well as through creative arts and outdoor play.

The Domains

The 11 **Domains** represent the overarching areas of child development and early learning essential for school and long-term success. The eight domains of the original Framework, listed below, are retained and in some cases renamed. The domains in the revised Framework are:

- Physical Development & Health
- Social & Emotional Development
- Approaches to Learning
- Language Development
- Literacy Knowledge & Skills
- Mathematics Knowledge & Skills
- Science Knowledge & Skills
- Creative Arts Expression

Three additional domains have been added:

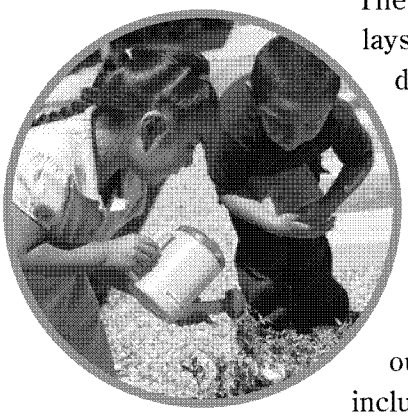
- △ Logic & Reasoning
- △ Social Studies Knowledge & Skills
- △ English Language Development

While 10 of the 11 domains apply to all children, one domain—English Language Development—applies only to children who speak a language other than English at home, also referred to as children who are dual language learners.

In the Framework, each domain begins with a short definition and an explanation of why the domain is important for children's development and learning. Figure 1 on page 6 represents all the domains, indicating that they are interrelated and represent the "whole child."

The Domain Elements

Each domain includes **Domain Elements** that more specifically define its components. The domain of Science Knowledge & Skills, for example, is composed of two domain elements: Scientific Skills & Method and Conceptual Knowledge of the Natural & Physical World. The domain elements included in the original Framework have been revised, and domain elements have been created for the new domains.



The areas of child development and early learning included in the Framework are developmentally appropriate across the 3 to 5 year old age range. Children's knowledge and skills within a domain element will vary by age. For example, a 3-year-old's early writing ability may be demonstrated by scribbles and letter-like forms, whereas a 5-year-old nearing kindergarten may be writing letters, his or her name, and short words.

Additionally, within any age group, children will show variation in their abilities and skills. Some 4-year-olds may be making letter-like forms and others writing their names. Head Start programs can expect progress within each domain element, recognizing that the rate of progress and the form it takes will vary depending on factors that affect individual children.

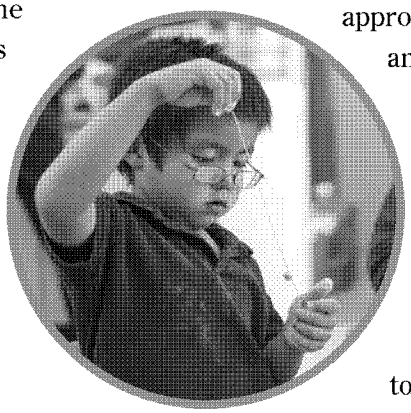
Finally, a number of domain elements in the Framework are closely associated with executive function. Although there is not a standard definition, executive function in young children is used to describe cognitive processes that support a child's ability to regulate attention and behavior and in turn, develop greater social, emotional, and cognitive competence. Executive function is believed to include inhibitory control (the ability to regulate attention and emotion), working memory (the ability to hold and manipulate information in the mind), and cognitive flexibility (the ability to shift attention and modify responses based on new situations and information).

The development of executive function lays the foundation for adaptive, goal-directed thinking and behavior that enables children to override more automatic or impulsive actions and reactions. Research suggests that executive function is strongly correlated with positive developmental and academic outcomes. The Framework does not include a separate executive function domain. However, several domain elements, such as self-regulation and attention, are closely related to executive function. Most domain elements include behaviors or skills that are affected by a child's executive functioning.

The Examples

Finally, a number of **Examples** are included under each domain element to provide more information about the key knowledge, behaviors,

or skills within each element. The examples are not designed to be comprehensive, and there may be other skills and behaviors that also reflect the respective domain element. Equally important, the examples themselves are *not* to be used to assess the progress of children on the domain elements. The Framework is not a checklist to evaluate a child's development and learning. Rather, the Framework guides the choice of assessment instruments and serves as a way to organize the data collected from those instruments.



THE ROLE OF THE FRAMEWORK IN CURRICULUM DECISIONS

A Head Start program needs to make curriculum decisions that take into account a number of factors. A program is required to use a curriculum that is developmentally appropriate, research-based, and aligned to the Framework. Given that the Framework addresses all areas of child development and learning, the requirement to align is meant to ensure that Head Start programming is not narrowly focused on certain domains, or that lesser attention is paid to some domains. In fact, programs may find that curriculum adaptations or additional curricula are necessary to address all the domains or to be culturally and linguistically responsive to children, families, and communities.

Teaching needs to be intentional and focus on how preschool children learn. Investigation and exploration; purposeful, engaged play; and intentional, scaffolded instruction based on the developmental level of each child are essential elements of appropriate practice in Head Start programs. Programs conduct ongoing child assessment throughout the year to determine if instructional strategies need to be adapted to meet children's specific needs.

THE ROLE OF THE FRAMEWORK IN ASSESSMENT DECISIONS

Programs are required to choose child assessment instruments that are reliable and valid; developmentally, linguistically, and culturally appropriate for the population served; and aligned with the Framework. Programs utilize the Framework in determining which child assessment instruments to use and which types of child data to collect. The Framework serves as a lens for analyzing data in order to understand child progress and to identify areas that need additional resources and attention. Multiple assessment tools or procedures may be needed to fully understand children's progress across all areas of child development and early learning.

USING THE FRAMEWORK TO SUPPORT THE DEVELOPMENT AND LEARNING OF CHILDREN WHO ARE DUAL LANGUAGE LEARNERS

Children who speak a language other than English at home—recognized as dual language learners (DLLs)—represent a significant proportion of the children served in Head Start. Programs use the Framework to guide curriculum, assessment, and other programming decisions, keeping in mind that they are serving children who need to continue to develop their first language while they acquire English. Programs are to ensure that children who are DLLs progress on each of the domain elements in the Framework. Also, programs are to ensure that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language.

At the same time, Head Start programs need

to promote the acquisition of English for children who are DLLs. The domain of English Language Development applies only to these children and contains domain elements that focus on their receptive and expressive language skills and their participation in literacy activities. Children's progress in learning English will vary depending upon their past and current exposure to English, their temperament, their age, and other factors.

Finally, when assessing children who are DLLs, staff needs to understand that the purpose of assessment is to learn what a child knows and is able to do. With the exception of assessing a child's English language development, assessment does not depend on a child's understanding or speaking abilities in English, but on the specific knowledge, skills, or abilities that the assessment measures. For example, a child can demonstrate an understanding of book knowledge or science concepts in the home language. Assessing a child who is a DLL only in English will rarely give an accurate or complete picture of what the child knows or can do.

Programs need to choose assessment instruments, methods, and procedures that use the language or languages that most accurately reveal each child's knowledge, skills, and abilities. The assessment data gathered in the home language can be used to inform instructional practices and curriculum decisions to maximize the child's learning. Programs are to use culturally and linguistically appropriate assessments to capture what children who are DLLs know and can do in all areas of the Framework.

USING THE FRAMEWORK TO SUPPORT CHILD DEVELOPMENT AND EARLY LEARNING OF CHILDREN WITH DISABILITIES

The Framework is designed to support the development and learning of children with disabilities. Programs are to use the Framework to support the development of a child's Individualized Education Program (IEP) and to guide the assessment of the child's progress. Developing the IEP is done in close collaboration with the special educators and related service providers identified on the IEP. Some children may need more individualized or intensive instruction in order to make progress on the domain elements in the Framework. Some may require accommodations in the environment or adaptive or assistive technology in order to participate in learning experiences that promote progress.

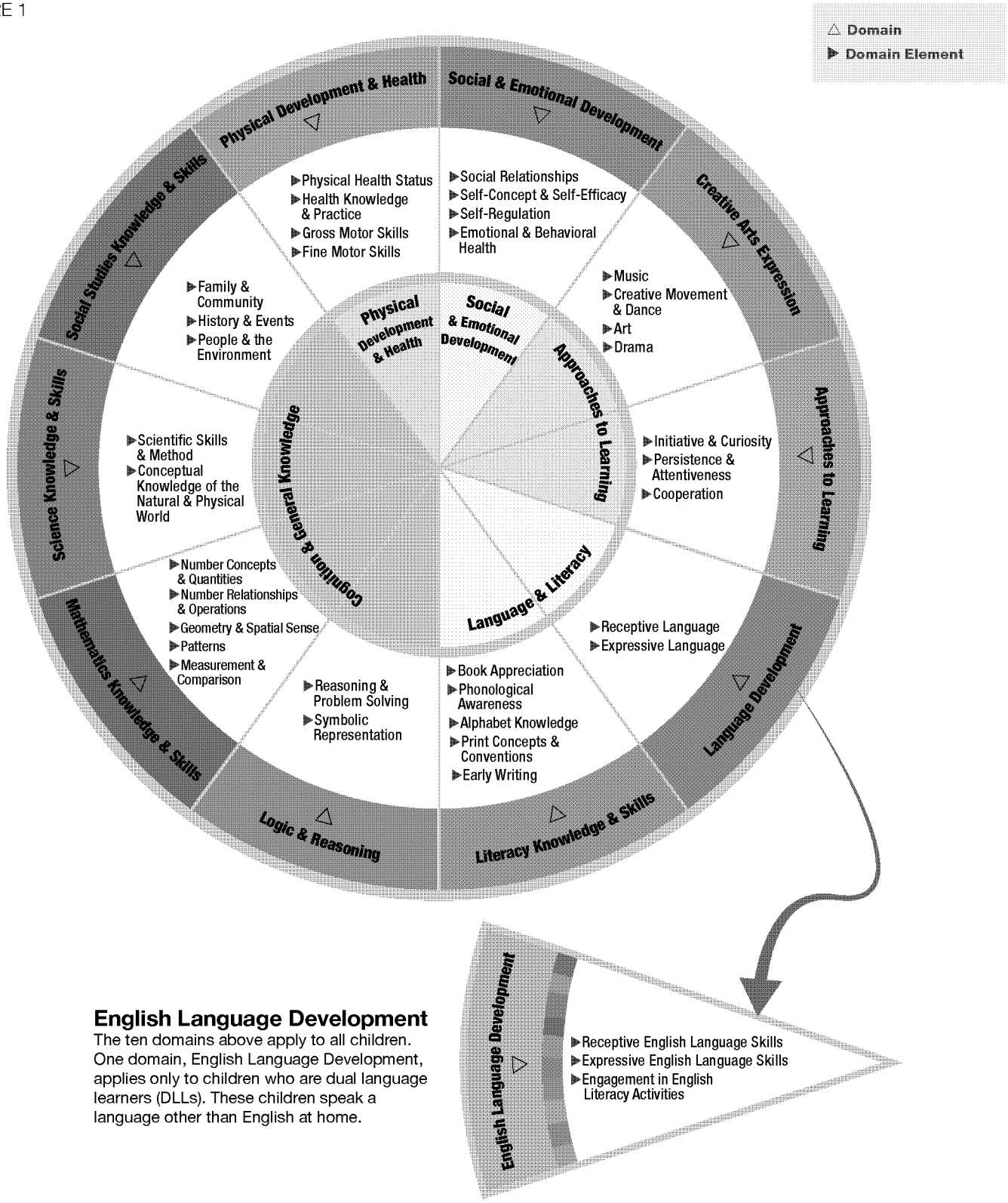
Staff needs to understand that children with disabilities can demonstrate what they know and can do in various ways. Children can make use of individual modifications or assistive technology while being assessed. In some cases, an assessment instrument may not be sensitive enough to detect small changes in development and learning, and the child may not appear to be making progress on a specific domain element. It is important to document small, incremental progress that may not be reflected on a particular assessment instrument. By monitoring the progress of children with disabilities, programs can decide if different or more intensive learning experiences and adaptations are needed.

The Head Start Child Development and Early Learning Framework

Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old

The *Framework* represents the foundation of the Head Start Approach to School Readiness. It aligns with and builds from the five essential domains of school readiness identified by the National Education Goals Panel (see inner circle) and lays out essential areas of learning and development. The *Framework* can be used to guide curriculum, implementation, and assessment to plan teaching and learning experiences that align to school readiness goals and track children's progress across developmental domains. The domains △ and domain elements ▶ apply to all 3 to 5 year olds in Head Start and other early childhood programs, including dual language learners and children with disabilities.

FIGURE 1



English Language Development

The ten domains above apply to all children. One domain, English Language Development, applies only to children who are dual language learners (DLLs). These children speak a language other than English at home.

DC CCELS Training Dates FY14

DC Common Core Early Learning Standards 101

This highly interactive training will provide participants with an understanding of the fundamentals of the District of Columbia Common Core Early Learning Standards (DC CCELS) in order to use the standards to build a foundation for high quality care and education for all children from birth through pre-kindergarten. The training will use group discussions, hands-on activities, and video clips to allow participants to explore the components and structure of the DC CCELS and develop an understanding of the beginning stages of effective implementation.

FY14 DC CCELS Trainings:

November 1, 2013
December 6, 2013
January 10, 2014
February 7, 2014
March 7, 2014
April 11, 2014
May 9, 2014
June 13. 2014
July 11, 2014
August 8, 2014
September 12, 2014

DC CCELS 101: Train the-Trainer FY 14 Dates:

December 17, 2013
April 25, 2014
August 22, 2014

DC Common Core Early Learning Standards 201

DC CCELS 201 is a two-part series that provides participants with a comprehensive understanding of Early Childhood Standards-Based Instruction: An Intentional Teaching Model and educational practices as they relate to implementation of the DC CCELS. Participants will leave the training with hands-on strategies for utilizing the DC CCELS with intention when planning, implementing, observing and documenting. Part I

focuses on defining Standards Based Instruction: An Intentional Teaching Model and lesson planning. Part II will focus on the role of observation and assessment.

FY14 DC CCELS 201 Trainings:
November 19, 2013
December 10, 2013
January 29, 2014
February 14, 2014
March 14, 2014
April 18, 2014
May 16, 2014
June 20, 2014
July 18, 2014
August 15, 2014
September 19, 2014

DC CCELS 201 Train-the-Trainer FY 14 Dates:

February 21, 2014
June 27, 2014
September 26, 2014

Division of Early Learning (DEL)
Early Learning Institute
October 2013

Introduction:
Thank you for your interest in professional development courses offered by the Office of the State Superintendent of Education. We look forward to providing responsive, educational training opportunities as we help you create learning experiences for children of all ages.

Course Level
Training courses have been labeled basic, intermediate, advanced or all levels. It helps to start with basic courses if you are new to the profession.

Content Level	What Audience is this Level of Training for?
Basic	For those who are new to child care or who want to build a strong foundation in early childhood education.
Intermediate	For those with some experience in child care who desire a greater understanding of young children or seek new ideas to apply to practice.
Advanced	For those who have worked with children for many years and want to increase their knowledge of early care and learning.
All Levels	Classes that provide valuable information for all learners.

Core Knowledge Areas (CKA)
OSSE has identified eleven core knowledge areas that detail the specific knowledge and skills needed by early childhood professionals to work effectively with all young children and families. You can increase your ability to provide quality learning experiences for young children by taking courses in all of the following areas:

Area I: Child Growth & Development

Area II: Observing, Documenting and Assessing to Support Young Children and Families

Area III: Health, Safety and Nutrition

Area IV: Curriculum

Area V: Inclusive Practices

Area VI: Learning Environments

Area VII: Building Family and Community Relationship

Area VIII: Diversity: Family, Language, Culture and Society

Area IX: Program Management: Operation and Evaluation

Area X: Professionalism and Advocacy

Area XI: Social-Emotional Development and Mental Health

Course List

Primary Service Provider Model in Early Intervention
Course Level: Basic

This webinar is designed to discuss the evidence and strategies for implementing the primary service provider model to deliver EI services and supports for infants and toddlers and their families. *Audience: Service Coordinators, Evaluators, Service Providers, Administrators*

Tuesday, October 1st
9 a.m. – 12 p.m.

Webinar*
Info to access webinar will be sent after participant registers

Registration:
https://www4.georgetown.edu/uis/keybridge/keyform/form.cfm?FormID=4673

Sponsored by: OSSE/Strong Start
Cost: Free
CKA: Inclusive Practices

Ready to Learn
Course Level: Basic

Incorporating media and books into children's learning.

Thursday, October 10th
1:00 p.m. – 2:30 p.m.

Board of Child Care
308 15th Street SE
Washington, DC 20003

Registration: Call Patricia Irby at (202) 727-8124 or
Diane Mason at (202) 727-8118

Sponsored by: WETA/OSSE
Cost: Free

CKA: Child Growth and Development

Infant & Toddler Routines
Course Level: Basic

This course will focus on making the most of routines with infants and toddlers; creating responsive physical environments; and developing an eclectic group of strategies to support the development of social emotional skills in young children. These skills will continue to develop well into the preschool and school years.

Friday, October 4th
1:00 p.m. – 4:00 p.m.

Waldorf West Library
10405 O'Donnell Place
Waldorf, MD 20603

Registration: Aretha Williams (301) 646-7342
Sponsored by: MD Homeschools Solutions
Cost: Free
CKA: Curriculum

Sudden Infant Death Syndrome (SIDS)
Course Level: Advanced

Participants will learn ways to reduce the risk of SIDS in Child Care Settings.

Friday, October 11th
1:00 p.m. – 3 p.m.

Pilgrim Child Development Center
700 I Street NE
Washington, DC 20002

Registration: Call Patricia Irby at (202) 727-8124 or
Diane Mason at (202) 727-8118

Sponsored by: Children's National Medical Center/OSSE
Cost: Free

CKA: Health, Safety and Nutrition

Where Literacy Begins (A Four Session Series)
Course Level: Basic
must attend all 4 sessions to receive clock hours*

This series will introduce tools to help very young children (from birth to age 3) learn and grow. Participants will learn developmentally appropriate techniques that help children reach developmental milestones using children's literature and activities. *Session Topic: Baby Basics*

Friday, October 11th
1 p.m. – 3 p.m.

Edward Mazique Parent Child Center
1719 13th Street NW
Washington, DC 20009

Registration: Call Patricia Irby at (202) 727-8124 or
Diane Mason at (202) 727-8118
by Wednesday, October 9th

Sponsored by: WETA/OSSE
Cost: Free

CKA: Curriculum; Child Growth and Development

Stewards of Children Training
Course Level: Basic

Child Sexual Abuse Prevention Training for responsible adults.

Wednesday, October 16th
3 p.m. – 5 p.m.

429 O. Street, NW
Washington, DC 20001

Registration: Email stewards@safeshores.org
Sponsored by: Safe Shores
Cost: Free

CKA: Health, Safety and Nutrition

School Gardens 101: For Early Learners
Course Level: Basic

The purpose of this course is to share best practices and resources to establishing and managing successful school garden programs in early childhood centers. Participants will learn the steps to starting a new school garden, funding requirements, curricular resources, and basic design features that all school gardens should follow. Additionally, participants will engage in a hands-on activity demonstrating how school garden can support standards-based learning and hear from a panel of experts on best practices. Come with questions and concerns!

Tuesday, October 15th
10 a.m. – 12 p.m.

Washington Youth Garden *see attached*
3501 New York Ave, NE
Washington, DC 20002

Registration: Call Patricia Irby at (202) 727-8124 or
Diane Mason at (202) 727-8118
by Wednesday, October 9th

Sponsored by: OSSE/WNS
Cost: Free
CKA: Curriculum; Health, Safety and Nutrition

MAESA Early Childhood Conference
Course Level: Basic

Early Childhood from the Inside Out

Friday, October 18th
8 a.m. – 2:30 p.m.

Saint Columba's Nursery School
4201 Albemarle Street, NW
Washington, DC 20016

Registration: Registration form attached
Sponsored by: Mid-Atlantic Episcopal School Association
Cost: MAESA member schools $60.00; Non-members $75.00

CKA: Child Growth and Development; Inclusive Practices; Learning Environments; Social-Emotional Development and Mental Health

Coaching
Course Level: Basic

Back by popular demand this webinar featuring national experts on the implementation of the coaching model approach to service delivery is designed to develop the skills to begin to implement this effective approach with families.
Audience: Service Coordinators & Service Providers

Tuesday, October 22nd
9 a.m. – 12 p.m.

Webinar*
Info to access webinar will be sent after participant registers.

Registration:
https://www4.georgetown.edu/uis/keybridge/keyform/form.cfm?FormID=4673

Sponsored by: OSSE/Strong Start
Cost: Free
CKA: Inclusive Practices; Building Family and Community Relationship

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Effective Classroom Interactions: Supporting Young Children's Development
Course Level: Basic

During the early childhood years children gain knowledge and skills that provide the foundation for later learning. Young children learn many of these skills through the interactions they have with their teachers. This course is intended to increase teachers' knowledge about specific types of teacher-child interactions that promote young children's development.

Tuesday, October 22nd
4 week, online course

Registration:
https://www.coursera.org/course/earlychildhood

Sponsored by: UVA Curry School of Education
Cost: Free

CKA: Child Growth and Development

DC Common Core Early Learning Standards 101
Course Level: Basic
This highly interactive training will provide participants with an understanding of the fundamentals of the District of Columbia Common Core Early Learning Standards (DC CCELS) in order to use the standards to build a foundation for high quality care and education for all children from birth through pre-kindergarten. The training will use group discussions, hands-on activities, and video clips to allow participants to explore the components and structure of the DC CCELS and develop an understanding of the beginning stages of effective implementation.

Tuesday, October 22nd
1:30 p.m. – 3:30 p.m.
OSSE – Grand Hall Side B
810 First Street NE
Washington, DC 20002

Registration: Call Patricia Irby at (202) 727-8124 or
Diane Mason at (202) 727-8118
by Friday, October 18th
Sponsored by: OSSE
Cost: Free
CKA: Child Growth and Development; Curriculum

Juvenile Fire setter Intervention Program Awareness
Course Level: Intermediate

Reviews the basic characteristics of a juvenile fire setter or child who is showing interest in fire and how to refer a child to the juvenile fire setters program.
Audience: Educators and Program supervisors

Wednesday, October 23rd
1:00 p.m. – 3:00 p.m.

DCFEMS Fire Prevention Division
1100 4th Street, SW, #E700
Washington, DC 20024

Registration: Call Patricia Irby at (202) 727-8124 or
Diane Mason at (202) 727-8118

Sponsored by: DCFEMS
Cost: Free

CKA: Health, Safety and Nutrition

Read This!
Course Level: Basic

Participants will learn strategies to build a literacy-rich environment in their preschool classroom. These strategies will include: selection of materials, effective and interactive read alouds, incorporating the DC Common Core Early Learning Standards for Literacy and infusing literacy throughout the classroom.

Thursday, October 24th
1:30 pm – 4:30 p.m.

OSSE – Grand Hall Side B
810 First Street NE
Washington, DC 20002

Registration: Call Patricia Irby at (202) 727-8124 or
Diane Mason at (202) 727-8118
by Tuesday, October 22nd
Sponsored by: OSSE
Cost: Free

CKA: Curriculum

Emotional Mayhem in Preschool: Understanding and Managing Emotional Tantrums in the Classroom
Course Level: Intermediate

Learn what new research can teach us about emotional regulation and common factors contributing to tantrums in preschool. Create a toolbox of effective classroom strategies to promote social/emotional development in preschool.

Friday, October 25th
12:00 p.m. – 3:00 p.m.

OSSE – Grand Hall Side A
810 First Street NE
Washington, DC 20002

Registration: Call Orly Leizerov (301) 610-8339
Sponsored by: JSSA
Cost: Free

CKA: Social-Emotional Development and Mental Health

Director Leadership Training - Leadership Training for Early Childhood & School Age Directors
Course Level: Advanced

This course will discuss issues and challenges, effective leadership, goal setting, program and time management. *Audience: Directors, Administrators, or Senior Level Staff*

Friday, October 25th
10 a.m. – 5 p.m.

10905 Livingston Road
Fort Washington, MD 20744

Registration: Call (301) 203-7648
Sponsored by: Childcare Management Solutions (CMS)
Cost: $80.00

CKA: Professionalism and Advocacy

Where Literacy Begins – Session II (A Four Session Series)
Course Level: Basic
must attend all 4 sessions to receive clock hours

This series will introduce tools to help very young children (from birth to age 3) learn and grow. Participants will learn developmentally appropriate techniques that help children reach developmental milestones using children's literature and activities. *Session Topic: Music with Baby*

Friday, October 25th
1:00 p.m. – 3:00 p.m.

Edward Mazique Parent Child Center
1719 13th Street NW
Washington, DC 20009

Registration: Call Patricia Irby at (202) 727-8124 or
Diane Mason at (202) 727-8118
by Wednesday, October 9th
Sponsored by: WETA/OSSE
Cost: Free

CKA: Curriculum; Child Growth and Development

DC Common Core Early Learning Standards 101
Course Level: Basic

This highly interactive training will provide participants with an understanding of the fundamentals of the District of Columbia Common Core Early Learning Standards (DC CCELS) in order to use the standards to build a foundation for high quality care and education for all children from birth through pre-kindergarten. The training will use group discussions, hands-on activities, and video clips to allow participants to explore the components and structure of the DC CCELS and develop an understanding of the beginning stages of effective implementation.

Saturday, October 26th
10:00 a.m. – 12:00 p.m.

Tenley-Friendship Neighborhood Library
4450 Wisconsin Ave. NW
Washington, DC 20016

Registration: Call Patricia Irby at (202) 727-8124 or
Diane Mason at (202) 727-8118
by Thursday, October 24th
Sponsored by: OSSE
Cost: Free

CKA: Child Growth and Development

Male Involvement in Early Childhood Education
Course Level: Basic

If the next generation of children are to succeed in the 21st century and beyond, men must play a more active, positive role in the family unit and preparing their children for the challenges ahead. During this session participants will learn: Why Father and Male Involvement is Critical to Children's Success, The Importance of Promoting Father and Male Engagement In the Community and at Home, What Strong Father and Male Engagement Looks Like, Strategies To Promote Successful Male Engagement and What the Future Holds.

Tuesday, October 29th
1:30 p.m. – 3:30 p.m.

OSSE – 806B
810 First Street NE
Washington, DC 20002

Registration: Call Patricia Irby at (202) 727-8124 or
Diane Mason at (202) 727-8118
by Friday, October 25th
Sponsored by: OSSE/HSSCO
Cost: Free

CKA: Building Family and Community Relationship

Planning Intentional Field Experiences with Children: *Look, Listen, Discover* at the Corcoran Gallery of Art
Course Level: Basic

Explore works of art by connecting paintings and sculptures with the five senses. Imagine the sound of thunderous waves crashing, the smell and taste of salty ocean water, or the feel of slippery sand between your toes. This workshop gives teachers hands-on experience with incorporating the District's Common Core Early Learning Standards and instructional support strategies into field experiences (field trips) with young children. Participants should come prepared to fully engage in a museum walk and a studio experience.

Wednesday, October 30th
4:30 p.m. – 7:30 p.m.

Corcoran Gallery of Art
500 Seventeenth Street NW
Washington, DC 20006

Registration: Call Patricia Irby at (202) 727-8124 or Diane Mason at (202) 727-8118 by Monday, October 28th
Sponsored by: OSSE/Corcoran Gallery of Art
Cost: Free

CKA: Curriculum

Mandated Reporter Training
Course Level: Basic

This engaging, online training contains definitions, examples, and signs of child abuse and neglect, numerous links to resources and DC legal codes, helpful tips for mandated reporters, and interactive learning checks to confirm you learned important concepts.

Ongoing
Available online anytime

Registration: Visit http://dc.mandatedreporter.org
Sponsored by: Child and Family Services Agency
Cost: Free

CKA: Health, Safety and Nutrition

Online Courses (Strategies for Developing Discipline; Ages & Stages – Birth to Three; Child Abuse and Neglect; Preventing Childhood Obesity; The Value of Play; Sudden Infant Death Syndrome; Goal Setting)
Course Level: Basic – Advanced

Ongoing
Available online anytime

Registration: Visit http://www.earlycareinstitute.com/
Sponsored by: Childcare Management Solutions (CMS)
Cost: $20 - $40

CKA: Child Growth & Development; Professionalism & Advocacy; Health, Safety & Nutrition; Curriculum

FEATURED SERIES!

Closing the Achievement Gap through Early Language and Literacy Skills – A Leadership Perspective

With Early Childhood Language and Literacy Expert Dr. Corinne Eisenhart

This four part series is geared toward program administrators, principals, technical assistance teams, literacy coaches, and professional development leaders.
Course Level: Advanced

October 23: ***Dialogic Reading*** **(A Train the Trainer Session)**
Participants will leave this session with the knowledge and materials to train Early Learning teachers and parents of young children how to use this simple, explicit approach to building language through shared reading. Dialogic Reading was developed specifically for children of poverty and children with language delays. The presenter will provide a planning template and participants will be guided through the process of developing a Dialogic Reading lesson. *What Works Clearinghouse*, reports research findings that indicate the positive results for Dialogic Reading, indicating it is effective for improving language and literacy skills with young children. Dialogic Reading is NOT a program, it is a teaching and learning routine.

Wednesday, October 23rd
10:00 am – 1:30 p.m.

OSSE – 806 A & B
810 First Street NE
Washington, DC 20002

Registration: Call Patricia Irby at (202) 727-8124 or Diane Mason at (202) 727-8118

Sponsored by: OSSE
Cost: Free
CKA: Curriculum

November 6: ***Developing Word Consciousness and Phonological Awareness through Language Play – A Leadership Perspective***
Participants will leave this session with an understanding of how language play builds children's phonological skills and motivates an interest in learning (and using) new words. This leadership session will build the knowledge base for school leaders and provide the "Look Fors" when supervising early learning classrooms.

Wednesday, November 6th
10:00 am – 1:30 p.m.

OSSE – 806 A & B
810 First Street NE
Washington, DC 20002

Registration: Call Patricia Irby at (202) 727-8124 or Diane Mason at (202) 727-8118

Sponsored by: OSSE
Cost: Free
CKA: Curriculum

December 11: ***Phonics Phun! A Leadership Perspective***

Participants will leave this session with an understanding of the vertical sequence of phonics instruction. Many young teachers today were students during the era of Whole Language and were never taught how to "break the code" of our language system. Understanding the alphabetic principle is the basis for decoding words. This session provides the basics of what teachers in Kindergarten – 2nd grade must know to prepare young children to "break the code" and become independent readers. This session will be presented from a leadership perspective, including the "Look Fors" that early learning leaders should see when supervising early learning classrooms.

Wednesday, December 11th
10:00 am – 1:30 p.m.

OSSE – 806 A & B
810 First Street NE
Washington, DC 20002

Registration: Call Patricia Irby at (202) 727-8124 or Diane Mason at (202) 727-8118

Sponsored by: OSSE
Cost: Free
CKA: Curriculum

January 15: ***Writing to Learn – Learning to Write***

Participants will leave this session with an understanding of how reading and writing are intertwined and why they must be taught together as tools for learning. The presenter will discuss Writing Workshop – one approach to learning to write. She will use video tapes of kindergarten to Grade 2 children involved in different aspects of Writing Workshop (mini lessons, teacher-student writing conferences, Independent writing, Author's Chair/sharing). Presented from a leadership perspective, this session will provide the "Look Fors" when supervising writing instruction.

Wednesday, January 15th, 2014
10:00 am – 1:30 p.m.

OSSE – 806 A & B
810 First Street NE
Washington, DC 20002

Registration: Call Patricia Irby at (202) 727-8124 or Diane Mason at (202) 727-8118

Sponsored by: OSSE
Cost: Free
CKA: Curriculum

NEW!

The Creative Curriculum® Professional Development Workshops

Facilitated by Teaching Strategies

October 25: Supporting Preschool Children with Disabilities
Course Level: Basic

A critical aspect of best practice in early childhood education is the inclusion of all children. By incorporating the concept of Universal Design for Learning (UDL), The Creative Curriculum shows how to implement a high-quality inclusive program. Whether you work with children with disabilities who are in a self-contained classroom or in an inclusive program, The Creative Curriculum for Preschool is appropriate for all 3- to 5-year-old children. Throughout The Creative Curriculum, references to strategies that help children with disabilities are made in relation to specific behaviors rather than to identified conditions. The ultimate goal for children with disabilities is the same as for children without disabilities: to give them full access to the curriculum and to help them develop and learn as much as possible. This is what meeting individual strengths and needs is all about!

This training is designed to help preschool teachers implement The Creative Curriculum to offer all children, including children with disabilities, multiple ways of acquiring knowledge and skills and of communicating what they know by providing a variety of formats for instructions, learning and assessment. *Audience: Teachers*

Friday, October 25th
8:30 a.m. – 3:30 p.m.
lunch on your own

Edward Mazique Parent Child Center
1719 13th Street NW
Washington, DC 20009

Registration: Call Patricia Irby at (202) 727-8124 or
Diane Mason at (202) 727-8118

Sponsored by: OSSE/Teaching Strategies
Cost: Free
CKA: Curriculum; Inclusive Practices

October 31 - November 1: Supporting Implementation of The Creative Curriculum for Infants, Toddlers, and Twos
Course Level: Intermediate

In this 2-day session, administrators will explore the components that form the framework of The Creative Curriculum® for Infants, Toddlers, and Twos. They will learn about the importance of routines and experiences, as well as how to use the objectives for development and learning to plan developmentally appropriate experiences in the classroom. Using the three curriculum volumes, administrators will identify and discuss strategies and resources that can support their teacher with curriculum implementation. By the end of the session, administrators will have an in-depth understanding of the curriculum and know how to effectively build teams and support their teachers. *Audience: Administrators/Education Coordinators*

****Please bring your Creative Curriculum books***

Thursday, October 31st – Friday, November 1st
8:30 a.m. – 3:30 p.m.
lunch on your own

Edward Mazique Parent Child Center
1719 13th Street NW
Washington, DC 20009

Registration: Call Patricia Irby at (202) 727-8124 or Diane Mason at (202) 727-8118

Sponsored by: OSSE/Teaching Strategies
Cost: Free
CKA: Curriculum; Child Growth and Development

November 7 – 8: Supporting Dual Language Learners
Course Level: Basic

In this 2-day session, teachers will learn how The Creative Curriculum® addresses the needs of children from birth through preschool who are learning English as a second language, strategies for building effective partnerships with families, and ways to support children's acquisition of English while supporting home language development. They will become familiar with basic theories of second-language acquisition and know where to find additional support in The Creative Curriculum® professional development resources. They will learn about daily practice resources that help teachers support dual-language learners. In addition, teachers will understand how to use Teaching Strategies GOLD™ to accurately assess children who speak a home language other than English. By the end of the session, teachers will be able to create a strong home/school connection for the dual-language learners in their classroom communities. *Audience: Teachers*

Thursday, November 7th and Friday, November 8th
8:30 a.m. – 3:30 p.m.
lunch on your own
Location: TBD

Registration: Call Patricia Irby at (202) 727-8124 or Diane Mason at (202) 727-8118
Sponsored by: OSSE/Teaching Strategies
Cost: Free

CKA: Child Growth and Development; Diversity: Family, Language, Culture and Society; Observing, Documenting and Assessing to Support Young Children and Families

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November 18 – 19: The Foundation of The Creative Curriculum System for Preschool (English)
Course Level: Basic

This session introduces the knowledge-building resources that provide teachers with the foundation for establishing a positive social–emotional environment in the classroom. Teachers learn how to design effective learning environments; develop a daily schedule based on program needs and informed by the curriculum's objectives; and incorporate the elements of intentional teaching to support each child's development and learning. *Audience: Teachers*
Please bring your *Creative Curriculum for Preschool* books

Monday, November 18th and Tuesday, November 19th
8:30 a.m. – 3:30 p.m.
lunch on your own
Location: TBD

Registration: Call Patricia Irby at (202) 727-8124 or Diane Mason at (202) 727-8118
Sponsored by: OSSE/Teaching Strategies
Cost: Free
CKA: Social-Emotional Development and Mental Health; Learning Environments; Curriculum

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November 25 – 26: Implementing The Creative Curriculum System for Preschool (English)
Course Level: Basic

This highly interactive 2-day session helps teachers at all levels implement *The Creative Curriculum System for Preschool* in their classrooms. Teachers will first become familiar with the 38 objectives for development and learning that inform every aspect of their teaching. They will then explore and practice using all of the pieces that make up the *System*, including the knowledge-building volumes, *Teaching Guides*, *Mighty Minutes*, *Intentional Teaching Cards*, and *Book Discussion Cards*.

On day 2 of this training, teachers will learn how to implement a study. Through large- and small-group discussions and activities, teachers will explore the benefits of using a *Teaching Guide* and implementing a meaningful study. This session will support teachers as they learn to implement the three main parts of a study and understand how to integrate content into daily events through intentional teaching experiences.

By the end of this session, teachers will be ready to implement *The Creative Curriculum System for Preschool* in their classrooms. *Audience: Preschool Teachers*

Monday, November 25th and Tuesday, November 26th
8:30 a.m. – 3:30 p.m.
lunch on your own
Location: TBD

Registration: Call Patricia Irby at (202) 727-8124 or Diane Mason at (202) 727-8118
Sponsored by: OSSE/Teaching Strategies
Cost: Free
CKA: Curriculum

November 2013
Preview

Medication Administration Training
Course Level: All

The goal of this course is to ensure safe and accurate administration of oral, topical, inhaled, and emergency medications to infants and children.

Friday, November 1st
9 a.m. – 3 p.m.

10905 Livingston Road
Fort Washington, MD 20744

Registration: Call (301) 203-7648
Sponsored by: Childcare Management Solutions (CMS)
Cost: $75.00

CKA: Health, Safety and Nutrition

Where Literacy Begins – Session III (A Four Session Series)
Course Level: Basic
must attend all 4 sessions to receive clock hours*

This series will introduce tools to help very young children (from birth to age 3) learn and grow. Participants will learn developmentally appropriate techniques that help children reach developmental milestones using children's literature and activities. *Session Topic: Building Language Skills*

Friday, November 1st
1:00 p.m. – 3:00 p.m.

Edward Mazique Parent Child Center
1719 13th Street NW
Washington, DC 20009

Registration: Call Patricia Irby at (202) 727-8124 or
Diane Mason at (202) 727-8118
by Wednesday, October 9th
Sponsored by: WETA/OSSE
Cost: Free

CKA: Curriculum; Child Growth and Development

Where Literacy Begins – Session IV (A Four Session Series)
Course Level: Basic
must attend all 4 sessions to receive clock hours*

This series will introduce tools to help very young children (from birth to age 3) learn and grow. Participants will learn developmentally appropriate techniques that help children reach developmental milestones using children's literature and activities. *Session Topic: Baby Art*

Friday, November 8th **1 p.m. – 3 p.m.** Edward Mazique Parent Child Center 1719 13th Street NW Washington, DC 20009	**Registration**: Call Patricia Irby at (202) 727-8124 or Diane Mason at (202) 727-8118 by Wednesday, October 9th **Sponsored by**: WETA/OSSE **Cost**: Free **CKA**: Curriculum; Child Growth and Development

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2012

哥伦比亚特区通用核心早教标准

2012

Programme commun des normes d'apprentissages de la petite enfance du District de Columbia.

2012

컬럼비아 교육구 공통교육과정

2012

Estándares de Aprendizaje Inicial de Base Común del Distrito de Columbia

2012

Tiêu chuẩn Học tập Ban đầu Cốt lõi của Quận Columbia .

2012

BUILD Initiative – Common Essential Standards Project
Project Description
October 2013

BUILD has secured resources to start the analyses necessary for the Common Essential Standards Project (CES) in Fall 2013, beginning with analysis of early learning and development standards (ELDS)for the year before kindergarten from each of the K-3 assessment consortium states, followed by analyses for younger groups of children.

The **content analysis** will be conducted on all participating Consortium states' ELDS to determine areas of commonality across the sets of standards, the constructs present in all standards, and the degree to which states accord priority to each of the Essential Domains of School Readiness, as well as specific constructs within the domains. Our state, along with nine additional states, will participate in these content analyses. Using an analytic process that has been developed and perfected over the course of the past decade, Drs. Kagan and Scott-Little will analyze each state's ELDS to determine the specific content that has been addressed, and to provide comparative analyses regarding how the participating states have addressed common content. Results from the analysis will provide data on the extent to which each state and the collective group of ELDS have emphasized each of the five Essential Domains of School Readiness, as well as specific constructs within the domains. Furthermore, the analyses will identify content that the states have in common (i.e., constructs addressed by multiple states) and demonstrate the way each state addressed the common content by providing a matrix that shows the specific language used in indicators from each state's ELDS. The analyses also will identify important outlier constructs and gaps in the ELDS that need to be filled in order to ensure that the content is developmentally appropriate for children entering kindergarten. Results from these analyses will, therefore, provide a comprehensive look at the strengths and weaknesses of our own state's ELDS, as well as data regarding our how our state's ELDS are similar to and different from the content of other participating states' ELDS.

The **cultural and linguistic review** will be conducted by Dr. Linda Espinosa and a team of experts who have experience reviewing, analyzing, and writing culturally and linguistically appropriate ELDS. Our state's ELDS will be reviewed by Dr. Espinosa and her team to determine specific indicators that may present concepts that are culturally biased. The review team will also evaluate the extent to which our state's ELDS represent the most current research and recommendations regarding the development and achievement of young dual language learners. All standards and indicators will be reviewed to determine if they can be improved so that they are more culturally and

linguistically appropriate, and we will receive recommendations on how best to incorporate standards and indicators that are fair, unbiased, and appropriate for young dual language learners.

In order to accurately assess young DLLs, one must consider the unique aspects of linguistic and cognitive development associated with growing up with two languages as well as the social and cultural contexts that influence their overall development. The language and early literacy development of DLLs follows distinct pathways toward full English proficiency with significant implications for language assessment. These backgrounds and developmental characteristics of young DLLs need to be understood when interpreting assessment results and making decisions about program effectiveness or service gaps.

Therefore, the content of a state's ELDS is critically important when assessing the development and school readiness of young DLLs. If state ELDS have been designed using typical development of native English speakers as the norm against which all students are compared, the unique characteristics of DLLs are likely to be misinterpreted, or worse determined to be delays. Furthermore, when state standards focus solely on achievement of benchmarks in English, important linguistic and cognitive capacities in the child's home language will be overlooked. By providing clear descriptions of the developmental continuum and achievement expectations for DLLs, states will promote deeper understandings on the part of teachers about how young children acquire a second language. Therefore, the first step toward linguistically and culturally appropriate KEAs will be a comprehensive review of the ELDS by Dr. Espinosa and her team of experts to determine if they explicitly address the learning needs of DLLs. This review will include an analysis of the extent to which the ELDS reflect the latest scientific evidence about the linguistic, cognitive, and social development of DLLs and the differences between monolingual and dual language development.

Once the analyses of states' ELDS for pre-kindergarten children are complete, the analyses will be expanded to include younger age groups. Consortium states will provide their ELDS for infants, toddlers and three-year-olds, and similar **content analyses** will be conducted for these age groups. In addition, the **cultural and linguistic review** will be completed on children age birth to five. The analyses will examine the content that is addressed in the standards, with a particular focus on the age-, cultural- and linguistic-appropriateness of our state's ELDS. In addition, results from the content analyses conducted on all Consortium states' ELDS will determine what content is similar across states, and will document the extent to which the states emphasize the Essential Domains of School Readiness. Once complete, we will have a profile of our state's ELDS for birth through pre-kindergarten, along with recommendations for revisions to improve the quality of our ELDS.

The analyses described above will be conducted over the course of the RTT-ELC grant period. As mentioned above, resources have already been secured to fund the content analyses for children at the end of pre-K/beginning of K analyses). This phase of the

project will be completed by April, 2014. Additional analyses to be conducted on the younger age groups will be completed during the first two years of the RTT-ELC grant, with a full set of analyses available by December 2015 to guide our state's revisions.

Upon completion of the analyses, our state will be well-positioned to revise the content of our ELDS for children from birth to age five so that they are developmentally, culturally, and linguistically appropriate. Using results from the analyses, including both the recommendations that will be provided specifically for our state and results from the cross-state analyses as a guide, we will revise our ELDS. We are committed to participating in the EAG Consortium to develop Common Essential Standards and will use that work to inform our decisions about our own ELDS. It is possible that results from the cross-state analyses will yield standards and indicators that Consortium states can voluntarily adopt. We also will consider state-specific revisions based on the analyses and recommendations that are specific to our state.

Attachment 74: DC Child Care Licensing Regulations

DISTRICT OF COLUMBIA DEPARTMENT OF HEALTH
AND
DISTRICT OF COLUMBIA DEPARTMENT OF HUMAN SERVICES

NOTICE OF FINAL RULEMAKING

The irector of the e artment of ealth and the e artment of uman ervice ur uant to the authorit et forth in tion 7 of the Child evelo ment acilitie egulation Act of 1 hereinafter "the Act" effective A ril 1 1 C 21a 12 C fficial Code 7 2 and in accordance ith Ma or rder 2 12 d Aug t 2 here give notice of their ado tion of the follo ing ne Cha ter of Title 2 of the i trict of Colum ia Munici al egulation governing the licen and o erating tandard for child develo ment facilitie

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300 GENERAL PROVISIONS

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305 APPROVAL FOR FIRE SAFETY

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306 APPLICATION FOR AN INITIAL LICENSE

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A general contingency lan for emergencie and

7 roof of com liance ith the Clean and efore ecei ing a icen e or ermit Act of 1 effective Ma 1 C a 11 11 C fficial Code 7 2 *et seq*

Certification that the acilit i free of lead a ed aint ha ard

l roof of lia ilit in urance ith additional coverage if the acilit rovide tran ortation ervice to the enrolled children and

m uch other rea ona for information that the irector ma re uire in order to determine hether the a licant i ualified to o erate a Child evelo ment acilit that conform to the rovi ion of the Act and of thi Cha ter

307 FEES

7 1 icen e fee for Child evelo ment acilitie alhvar in accordance ith the acilit licen e ca acit

7 2 ach a licant for a licen e to o erate a Child evelo ment Center hall a an initial a lication re licen ure in tion fee in the amount of 7

7 The initial licen e fee annual ren licen al e fee and licen re lacement fee for each Child evelo ment acilit hall e a follo :

a Child evelo ment ome 7

Child evelo ment Center 1 Children 2

c Child evelo ment Center 1 1 Children

d Child evelo ment Center 1 1 17 Children

e Child evelo ment Center ver 17 Children

f e lacement of licen all facilit 2

7 acilitie o erated the ist of Colum ia overnment hall not e re uired to a a fee

7 The irector ma ma e rea ona le adntuto lin en e fee a ro riate a ne fee chedule hall e u li hed in the ector at lea t thirt da efore an ne fee i im lemented

7 A fee hall e aid henever there is a re uired amendment to a licen e including a change of o ner hi or change of addre

7 7 A fee a ment u mitted ith an a lication licahall not e tran ferred to an other a lication

7 ee a ment i non refunda le

7 A late fee in the amount of 2 Child forevelo ment ome and for Child evelo ment Center hall e im o ed if a licen e rene al a lication i not timel a ecified in u ol ecti 1 of thi Cha ter

308 LICENSE RENEWAL

1 A lication for rene al Child evelo ment acilit licen e lha e u mitted on a form rovided the irector ith the a ro riate documentation fee no later than ninet da rior to the ex ation date of the e i ting licen e

2 hen a licen ee ma e timel and com lete a lication for licen e rene al the e i ting licen e hall remain in effect until the irector ma e a determination hether the licen e ill e rene ed

The irector hall i ue a licen e rene al for a eriod not to e ceed one 1 ear hen a acilit i in u tantial com liance with the Act and ith thi Cha ter

The irector hall i ue the rene al licen later than ten 1 u ine da after the irector determine that u tantial com liance ha een achieved

309 INSPECTIONS AND LICENSE ISSUANCE

1 on recei t of a com lete a lication for an initial licen e or a licen e rene al and rior to the i uance of the licen e the irector ma conduct an on ite in ection to determine com liance ith the Act and ith thi Cha ter

2 In the ca e of an initial licen e or a licen e rene al if the irector determine that a acilit doe not com l ith the Act ith thi Cha ter the irector hall rovide a ritten tatement of deficiencie to the a licant no later than five u ine da from the com letion of the in ection or other determination

In the ca e of an initial licen e an a licant acilit ha have no le than fort five da r after ecei t of the tatement of deficiencie ithin hich to achieve com liance efore adver e action ma ta e en on the a lication

In the ca e of an initial licen e herein the a licant ha een given a tatement of deficiencie the irector hall conduct a follo u in ection to determine com liance ithin ten 1 u ine da follo ing the fort five da correction eriod or ithin ten 1 u ine da after earlier notification from the acilit that com liance ha een achieved

In the ca e of a licen e rene al the irector hall include in the tatement of deficiencie a recommended lan of correction including the de ignation of a time ithin hich each cited deficienc mu t e corrected

In the ca e of a licensee ed herein the acilit ha een given a tatement of deficiencie the irector ma conduct one ormore additional on ite in ection a needed to verif com liance efore a rene al licen e i i ued ith re ect to each cited deficienc the on ite in ectidh ta ha e lace after th com letion of the recommended com liance eriod ontained in the tatement ofdeficiencie a rovided thi ection

310 LICENSE CAPACITY

1 1 The irector hall determine limitation on the licen e ca acitu ing the follo ing criteria:

a ccu anc limit e ta li hed e artment of Conumer and egulator Affair and or the e artment ofe and mergenc Medical ervice

rogram ace re uirement ovided in r ection 1 2 of thi Cha ter

c avator re uirement rovided in ection of thi Cha ter and

d Ma imum adult child ratio and grou i e re uirement e ta li hed in ection of thi Cha ter

1 2 An acilit de iring a change in it licen acit hall u mit ritten re ue t to the irector accom anied ritten documentation verif ing that the acilit can maintain com liance ith the re uirement of th Cha ter if the change i granted

311 VARIANCES

11 1 The irector ma grant variance from com liance ithone or more h ical or tructural re uirement of th Cha ter if the irector determine that com liance ith the re uirement ould re ult in e tional or undue hard hi

11 2 A acilit ma a l for variance u mitting a ritten re ue t to the irector etting forth the follo ing:

a The ecific re uirement from hich the acilit ee relief

The e ce tional or undue hard hi that ould re ult from com liance ith the re uirement

c The e tent to hich the acilit ee to e e em t from the re uirement a

d The acilit roffer a to h granting the variance ould not eo ardi e th health afet or ad of an er on and ould con i tent ith the intent of the Act and of thi Cha ter

11 The irector hall re ond to ue t for a variance in ri ithin thirt da of recei t of the re ue t

11 If a variance i granted it hall et forth in riting the irector

11 An variance o tained a acil hall e o ted hi acilit in the vicinit of the o ted licen e

11 oncom liance ith the term a variance ma invalidate thevariance and ma e the a i of additional enforcement action

312 COMPLAINT INVESTIGATIONS

12 1 on recei t of a com laint ali violation of the rovi ion of the Act or thi Cha ter the irector ma conduct an on ite inve tigation announced or unannounced to determine the validit of the com laint

12 2 The irector hall inve tigate alle ation of activit that i life threatening or imminentl dangerou ithin 2 t ent four hour of recei t of the com laint

12 The irector hall inve tigate com laint do that allege life threatening or imminentl dangerou activit no later than thirt da after recei t of the com laint

12 on com letion of a com laint inve tigation the irector all rovide a ritten tatement to the acilit no later than ten 1 u ine da after the con of the inve tigation The tatement hall include the ecific rovi ion of la or regulation alleged in the com laint to have een violated a ell a hether the acilit a found to e in com liance If the acilit i found not to e in com liance ith one or more rovi ion the irector hall rovide the acilit ith a ritten tatement of deficiencie

12 If a acilit i rovided ith a tatement of deficiencie a a re ult of a com laint inve tigation the irector hall include in the tatement of deficiencie a recommended lan of correction including the de ignation of a time ithin hich each cited deficienc mu t e corrected

12 If a acilit i rovide th a tatement of deficienci a a re ult of a com laint inve tigation the irector ma conduct one or more additional on ite in ection a needed to verif com liance ith re ect to each cited deficienc the on ite in ectio hall ta e lace after the com letion of the recommended com liance riod contained in the tatement of deficiencie

313 REVOCATION, DENIAL AND SUSPENSION

1 1 The irector ma den refu to rene revo e on end a licen e on the a i of an of the follo ing:

a ailure to com l ith the Act or ith thi Cha ter

roviding fal e or mi leading information in an a lication for an initial licen e for a licen e rene al

c ailure to allo entr to authori ed official to conduct an in ection or inve tigation or to other i e determine hether the a licant or licen ee i in u tantial com liance ith the Act or ith thi Cha ter

d m lo ing an method of dlinei rohi ited thi Cha ter

e A determination that an a licant or licen ee ha een convicted of or ha admitted to committing either in the i trict of Colum ia or in another uri diction an criminal fen of e hich con titute a ar to em lo ment in an agenc or entit that rovide direct ervice to children and outh or a a re ult of hich a dul authori ed i trict of Colum ia overnment official ha determined that the a licant or licen ee o e a danger to children or outh a rovided in the Child and outh afet and ealth mni u Amendment Act of 2 effective A ril 1 2 1 C a C fficial Code 1 1 1 *et seq* or in u e uent amendment thereto or rule or romulgated ur uant to that la or a rovided in an u er eding i trict of Colum ia or federal la hich offen e ma inclt the follo ing at the felon level unle other i e indicated:

1 Murder attem ted murder man laughter or ar on

2 A ault a ault ing a da ea on mhem maliciou di figurement or threat to do odil harm

urglar

o er

idna ing

Illegal u e or o e ion of a firearm

7 e ual offen e at the felo mi demeanor level including indecent e o ure romoting ocuring com elling oliciting or engaging in ro titution corru ting minor e ual relation ith children mole ting vo euri m committing e act in u lic ince t ra e e ual a ault e ual atter or e ual a u e u e cluding odom et nee on enting adult

Child a u e or ltrue to children or

nla ful di tri ution or o e ion of or o e ion ith intent t di tri ute a controlled u tance

f A determination that an em lo ee volunteer ho i rea ona 1 e ected to come into contact ith one or more children ha een convicted of or ha admitted to committing an criminal offen e hich con titute a ar to em lo ment or a a re ult of hich ther on ha een determined to o e a danger a more full de cri ed a ove at u ection 1 1 e

g In the ca e of a Child evelo ment meo a determination that an er on living in the home that hou e the acilit ha een convicted of or ha admitted to committing an criminal offe e hich con titute a tau em lo ment or a a re ult of hich the er on ha een determined to o e a danger a more full de cri ed a ove at u ection 1 1 e or

h A determination that an a licant licen ee or an em o ee or volunteer ho i rea ona 1 e ected to come into contact ith one or more children ha admitted to or ha een found to have a u ed or neglected a child in the i trict of Colum ia or in an other uri diction

1 2 A licen e u en ion than other ummar u en ion ma e for a eriod not to e ceed i t calendar da

1 At or efore the end of the u en ion riode the irector hall ther rein tate the licen e or initiate rocedure for the revocation of the licen e

1 rocedure for revocation u en dem inial and licen e hall e in accordance ith ection 1 17 and 1 of thi Cha ter

314 SUMMARY SUSPENSION

1 1 The irector ma umma ild immediatel u end a licen a for a eriod of not more than fort five cale da u on finding that the alth afet or elfare of children adult or of the gen lera u lic i in immediate danger

1 2 A ummar u en ion of a licen effective u on the deliver to the acilit of a otice of ummar u en ion hich otice hall be hand delivered to the licen ee or to an adult em lo ee or famil mem er the licen ee at the licen ed remi e

1 The otice of ummar u en ion e hall that acilit ma re ue t an e edited hearing ithin five u ine da of recei t of the tice o The notice hall al o com l ith ection 17 of thi Cha ter

1 hen a acilit licen ummaril u ended irector hall immediatel re o e the licen e and the acilit hall immediatel cea e roviding child care

1 hen a acilit licen e i ummaril ended u the acilit hall e re on i le for roviding arent ith ritten notification of the u en ion and for informing them of the need to ma e alternative child care arrangement The acilit hall al o rovide the irector ith a co of the ritten notification

1 on a timel re ue t for an edited hearing ur uant to thi ection the ffice of Admini trative earing hall conduct the hearing ithin five u ine da of the re ue t and the ffice of Admi trative earing hall ie a deci ion ithin five u ine da after the hearing record i clo ed

1 7 on com letion of a hearing conducted ur uant to thi ection and clo ure of the hearing record the ffice of Admini trative earing hall determine either that the ummar u en ion a arranted in ca ic the u en ion hall continue for a eriod not to e ceed fort vefi da from the date of the deci ion or that the ummar u en ion a un arranted in ca ic the u en ion hall immediatel cea e and the licen e hall e immediatel returned to the acilit

1 At or efore the end of the u en ion eriod the irector hall either rein tate the licen e or initiate rocedure for the revocation of the licen e

1 A licen e that ha ummaril u ended ma e rein tated re the end of the u en ion eriod if the irector determine at the acilit i in u tantial com liance ith the Act and ith thi Cha ter

315 PROVISIONAL AND RESTRICTED LICENSES

1 1 A an alternative to denial u en ion or revocation of a licen e hen a acilit ha one or more deficiencie that eo ardi e the healt afet or elfare children taff or the general u lic the irector ma :

a I ue a rovi ional licen e if the acilit ta ing a ro riate ameliorative action in accordance ith a timeta le e ta li hed the irector or

I ue a re tricted licen e that t rothie i acilit from acce ting ne children or from delivering certain ecified ervice atth ould other i e e authori ed to deliver

1 2 A rovi ional licen e mae i ued to a ne acilit ordeer to afford the irector ufficient time and evidence to evaluate hether a ne acilit i ca a le of com l ing ith the rovi ion of the Act thi Cha ter an other a lic le federal or i trict of Colum ia la

1 A rovi ional licen e mgranted for a eriod not to e ceed ninet da and ma e rene ed no more than once

1 The i uance of rovi ionad atricted licen e ma e:

a ummar action im lemented in adance ith rocedure et out in ection 1 of thi Cha ter or

on ummar enforcement action inteken accordance ith rocedure et out in ection 17 and 1 of thi Cha ter

316 CEASE AND DESIST

1 1 If the irector determine that acilit an entit or a on ha violated an rovi ion of the Act or of thi Cha te and that the violation rent an imminent danger to children adult or to the general u lic itheetor ma i ue a ritten rder directing the acilit entit or er on toeand de i t from the violation

1 2 The ritten rder to cea e and de i t hall e delivered in accordance ith the rocedure et forth in ecti 17 of thi Cha ter The rdehall tate that the acilit entit or er on ma re ue t an edited hearing ithin five u ine da of recei of the rder If no re ue t for a hearing i made the rder hall e final

1 on a timel re ue t for anedited hearing ur uant to thi ection the ffice of Admini trative earing hallonduct the hearing ithin five u ine da of the re ue t and the ffice of Admi trative earing hall ie a deci ion ithin five u ine da after the hearing record i clo ed

1 on com letion of a hearing conducted ur uant to thi ection and clo ure of the hearing record the ffice of Admini trative earing hall determine hether the rder to cea e and de i t a arranted andall i ue an rder to that effect

317 SERVICE OF NOTICE FOR ENFORCEMENT ACTIONS

17 1 A otice hall e rovided the irector to acilit or a lica an efore the irector ma ta e an of the follo ing enforcement action :

a enial of i uance of a licen e

enial of rene al of a licen e

c u en ion of a licen e

d evocation of a licen e or

e I uance of a ro vi ional or re tricted licen e

17 2 A otice re uired thi ection ma e e er v onall or certified mail return recei t re ue ted directed to the a licant acilit at the la t no n addre a ho n in the e artment record to be at addre of the acilit remi e

17 A co of the otice hall e delivered to the ffice of Admini trative earing ithin one da of ervice of the otice

17 A otice erved er onall deemed erved hen it i deli ered to the a licant or licen ee or to an adult em lo ee or family em er of the a licant or licen ee at the licen ed remi e or at the la t no n addre

17 A otice erved certified mail i deemed erved on the date ritten or tam ed u on the return recei t indicating deliver of the otice to the a licant or licen ee or refu al of the a licant or licen ee to acce t deliver of the otice

17 In the event that the a licant or licen ee i not found at the of the acilit nor at the la t no n addre a ho n in the record of the e artment and no for arding addre i availa le the otice hall e deemed erved on the date that the return recei t earing uch notification i returned to the irector

17 7 A otice of a ro o ed enforcement action hall include the follo ing:

a The nature of the o ro o ed enforcement action

The effective date of the ro o ed action

c A de cri tion of and citation for each violation alleged

d In the ca e of a licen e u e the time eriod of the ro o ed u en ion

e A tatement informing the a licant acilit that it ma ma e a re ue t for a hearing u mitting a ritten re ue t to the ffice of Admini trative earing ithin ten 1 da ecofir t of the otice or in a matter in hich a different time eriod i re cri ed la ithin the a lica le time eriod

f A tatement informing the a licant acilit that th ro o ed action ma ecome final ithout a hearing if the a licant oracilit fail to re ue t a hearing ithin the time and in the manner ecified and

g In the ca e of a licen e u on enrevocation or conver ion a tatement informing the acilit thatit ill e re uired to urender it licen e u on final action to u end revo e or convert the licen e to rovi ional or re tricted ta

318 HEARINGS

1 1 earing hall e conducted the ffice of Admini trative earing in accordance ith thi Cha ter and ur uant to rule andcedure e ta li hed that ffice

1 2 artie ma tici ate in ettlement negotiation rior to a hearig and ma enter into a negotiated ettlement agreement or con ent decree in lieu of a hearing

1 In each matter in hich hearing i re ue ted the ceffi f Admini trative earing hall maintain an official record and hall render it final deci ion in riting to all artie accom anied findingfactoand conclu ion of la

1 ach hearing hall e conduin accordance ith the re uirement of ection 1 of the i trict of Colum ia Administrative rocedure Act a oved cto er 21 1 2 tat 12 C fficial Code unle other i d in thi ide Cha ter or in rule e ta li hed the ffice Admini trative earing

319 JUDICIAL REVIEW

1 1 An er on aggrieved nal deci ion of the irector or of the ffice of Admini trative earing ma a eal the deci to the i trict of Colum ia Court of A eal ur uant to ection 11 of the i of Colum ia Admini rative rocedure Act a roved cto er 21 1 2 tat 12 fficial Code 2 1

320 CIVIL FINES, CRIMINAL PROSECUTION AND INJUNCTIONS

2 1 Civil fine and enalti a e im o ed for an violatio of the Act or of thi Cha ter ur uant to the i trict of Colum ia tatement of Con umer and egulator Affair Civil Infraction Act of 1 effective o ctober 1 C 2a C fficial Code 2 1 1 *et seq.* hereinafter Civil Infraction Act Ad udication of all charged infraction hall e conducted ur uant to Title I through III of the Civil Infraction Act earing hall e conducted in accordance ith ection 1 of thi Cha ter

2 2 An violation of this Act ma re ult in criminal ro ecution hereu on the violator hall u on conviction e u ect to i onment not to e ceed i month or a fine not e ceed or oth a fold amount hall con titute a eparate violation of thi Cha ter ro ecution hall e rought by the Attorne eneral for the i trict of Colum ia in the u erior Court of the i trict of Colum ia

2 An er on ho ha een reviou l convicted of violating a offen e in violation of the Act hall u on a u e uent conviction for ame offen e e u ect to im ri onment not e ceed one 1 ear a fine not to e ceed or oth

2 In an ro ecution conducted for violation of the Act a Child evelo ment acilit claiming an e em tion from a licen ing re irement hall have the burden of roving entitlement to the e em tion

2 The Attorne eneral ma ing a civil action in the u erior Court of the i trict of Colum ia to en oin an violation of the Act

321 NOTICE REQUIREMENTS FOR CHANGES IN OPERATION

21 1 ach acilit hall inform the irector riting of an of the follo ing lanned change in o eration no le than ten 1 d fore im lementation of the change :

a Change of o ner hi

Change in location name and/or hone num er of the acilit

c enovation or alteration of the remi e that ubstantiall change the indoor or outdoor ace of the acilit

d In the ca e of a Child evelo ment om the inclu ion of an additional mem er in the hou ehold including the ne mem r criminal hi tor if an

e In the ca e of a Child evelo ment me o a change in imar Caregiver

f In the ca e of a Child evelo ment Cen e a change in Center irector or

g A ignificant change in the o eration of the rogram including ut not limited to hour of o eration ervice ovided and ca acit load

21 2 If a acilit undergoe an of the change in o eration ited in u ection 21 1 ithout the change eing lanned in advance the acilit hall notif the irector immediatel

21 on notification of the ro o ed change the irector ma in te the acilit to evaluate the im act of the change on the rovi ion of child develo ment ervice

21 The irector hall i ue an amended licen e con tent ith the a roved change a re uired and u ect to the evi ion of thi Cha ter

322 REPORTING UNUSUAL INCIDENTS

22 1 ach acilit hall immediatel re ort to the irector to the e artment of uman ervice for tho e rovider at th artici ate in the Child Care u id rogram and to the arent guardian each affected child an unu ual incident that ma adver el affect the health afet or well eing of an child or child ren in the acilit nu ual incident include ut are not limited to the follo ing:

a eath of a er on occurring ithin the acilit

In ur to or illne of an child that occur during the hour the child i enrolled in care and that re uire ho itali ation or emergenc medical treatment

c amage to the acilit or to an ilit a vehicle or e ui ment that interfere ith the ca a ilit of the acilit to rotect the health afet and well eing of the children and adult in the acilit

d The re ence of an individual in the acilit ho ha or i u ected of having a communica le di ea e that mu t e orted to the i trict of Colum ia e artment of ealth in accordance ith Title 22 of the i trict of Colum ia Munici al egulation

e The elo ement of an enrolled child under circum tance under hich a child i deemed mi ing or unaccounted for

f A traffic accident involving a vehicle o ned maintained or contracted for the acilit and in hich children are eing tran orted at the time of the accident and

g An other occurrence at the acilit that involve a re on e olice fire am ulance or an other emergenc ervice

22 2 The acilit hall al o u mit to the irector form a roved him or her and to the e artment of uman ervice for tho e rovider that artici ate in the Child Care u id rogram itenrre ort of the unu ual incident ithin t ent four 2 hour of the incident

22 In the ca e of a traffic accit or an incident involving actual or u ected criminal activit the acilit hallalfile a re ort ith the a ro riate la enforcement authoritie

22 An acilit taff mer ho no or ha rea ona le eato u ect that an enrolled child i ha een or i in immediate dangeing an a u ed oreglected child hall a re uired the i trict of Colum ievention of Child A u e and eglect Act of 1 77 effective e tem er 2 1 77 C a 2 22 C fficial Code *et seq* ma e or cau eto made an immediate oral re ort to:

a The Child rotective ervi ion of the Childnal amil ervice Agenc via the C A t ent four 2 Child A u e and eglect otline 2 2 71 A or

The Metro olitan olice e artment

22 The acilit taff mem ering an oral re ort ur uato u ection 22 hall al o ma e a ritten re ort if:

a A ritten re ort i re ue ted the Child and amil ervice Agenc or the Metro olitan olice e artment

The ca e i one of a u e invoing drug relatedactivit or

c A other i e re uired la

22 In the re ort re uired u 22ion and 22 the taffme hall include:

a The name age e dand a of the child ho ithe u ect of the re ort

That the child ho i the u thetof ort i enrolled at the acilit

c The name addre and tele hone num ofthe acilit

d To the e tent no n the name age e andf each i ling or other child living in the ame hou ehold

e To the e tent no n nthe age and of each arentguardian or other careta er of the child

f The nature and e tent of the a u e or neglect and of an reviou a u e or neglect a no n to the re orting taff mem er

g An other information ich ma e hel ful in e ta li hing the cau e of the a u e or neglect and or in ta li hing the identit of the er on re on i le f it

h The name title or occu ation and act information of the taff mem er ma ing the re ort

i An action ta en e taff mem er or the facilit concerning the child in re on e to the ituation and

An other infotion a re uired la

22 7 ach acilit hall:

a rovide training to all taff regarding the acilit olicie and rocedure relating to child a u e negl and ri to a child health or afet including ho to re ort u ected a u e neglect to a child health or afet

e uire taff to immediatel re ort to and erate ith official inve tigating alleged or actual child a u e or neglect alleged or actual ri to an enrolled child health or afet

c If an acilit taff mem er identified a allegedl re on i le for the alleged or actual child a u e or neglect or alleged or actual ri to an enrolled child health or afet lace that taff mem on administrative leave or rea ignment to duties involving no contact ith children until the inve tigation conducted authori ed govern ment official i com lete and

d n ure that taff ma re ort incident involving alleged or actual child a u e or neglect or alleged or actual ri to an enrolled child health or afet ithout threat of di charge or other retaliation

323 ADMINISTRATIVE RECORDS ON OPERATIONS

2 1 ach acilit hall maintain all re uired licen e and ermit and hall o t in a con icuou lace the Certificate of cc nc a or ome ccu ation ermit all current fire health and afet in ection a roval and variance received

2 2 ach acilit hall maintain on the facilit remi e at all tim and hall ma e immediatel availa le for revie an er on u on re t u the re ort of each in ection of the acilit the irector occurring ithin the receding one 1 ear eriod including the tatement of deficiencie if anu ect to the limitation contained in u ection 2 of thi Chat ter If a ereriod of more than one 1 ear ha a ed ince the mo t recent in ection of the acilit the acilit hall maintain and ma e availa le the re ort of the mo t recent in ection

2 ecord of com laint tigation and fire and emergenc evacuation drill hall e immediatel acce i le and ava le for in ection government official and hall e made availa le for in ection the u lic u ect to the limitation contained in u ection 2 of thi Cha ter

2 The acilit hall maintain a log of unu ual incident re orted in accordance ith ection 22 of thi Cha ter

2 The acilit hall maintain record mentioning an adver e action the acilit ta e again t an em lo ee volunteer or hou ehold mem er related to an u tantiated crime again t children The adver e action hall e re orted a an unu ual incident in accordance ith ection 22 of thi Cha ter

2 The acilit hall maintain ervice and re air record in a ingle location on the licen ed remi e for all motor vehicle that are ed or lea ed for ur o e of tran orting enrolled children The acilit all maintain each record for at lea t t elve 12 month after the date of the in ection or re air

324 ADMINISTRATIVE RECORDS ON CHILDREN

2 1 The Child evelo ment acilit hall maintain a record for each enrolled child and hall retain the record for three ear follo ing the termination of that child enrollment All record re uired thi ection hall e made availa le for in ection

2 2 The acilit hall maintain current record and information on children including:

a o ter of enrolled children age grou

ail attendance record name of children including fir t name la t name and middle initial of each child

c ail menu lan for feeding the children indicating the food actuall erved on a dail a i

d ail chedule of activitie and

e ealth record on enrolled children uant to ection 2 and a other i e rovided in thi Cha ter

2 ach acilit hall maintaigi ter that hall includthe follo ing information for each child currentl enrolled:

a The child full name

The child gender

c ate of irth

d ate of admi ion

e ome addre nd tele hone num er

f ull name of arent or guardian

g u ine addre e and telehumber of arent or guardian

h e ignation of individualthori ed to receive thechild at the end of each e ion

i ame and tele hone num er of indivilua e contacted inemergencie hen the arent or guardianare not availa le

ate and rea on thefor child ithdra al

anguage o en in the child home

l ealth information on each child are uired ection 2 of thi Cha ter

m ritten authori ation for theadmiration of medication a re uired ection 77 of thi Chter if a lica le

n or children in out of chool time care:

1 The name of the chool the child attend

2 The name and num er of a contact er on from that chool and

If the child arrive at and leave the acilit alone the da and time a hich the child hould arrive and leave the acilit and the mode of tran ortation that the child u e to travel to and from the acilit and

o A record of the child develo mental rogre

2 The acilit hall have a current mergenc Medical Treatment Authori ation form on file for each child granting ermi ion to the acilit to o tain medical treatment in ca e of an emergenc that occur ile the child i in the care of the acilit The form hall e a roved the circ or and hall include:

a ignature of the nt are or guardian

Information on the child famil health in urance coverage and

c A li t of the child no n illne e and allergie and

d In the event that an of thi info mation change u dated information and the date the u dated information a added

2 The acilit hall maintain on file a ritten igned and dated tatement from each child arent or guardian authori ing the i acilit to ta e the child on regularl cheduled tri from the acilit The authori ation hall include the child name and hall ecif the mode of tran ortation eth fre uenc and the de tion of each uch tri

2 If the child i to e ta en on a field tri i that not recorded a routine tri the acilit hall o tain a ritten authori ation that include the information re uired in u ection 2 in addition to the e timated time of de artur e and arrival

2 7 ritten ermi ion hall be ide ered valid for all regularl cheduled tri a noted in the tatement u mitted ur uant to ect ion 2 until ithdra n the child arent or guardian

2 The acilit hall not di info mation concerning an individual child or the child arent or guardian to er on other than the acilit taff or government official acting in the cour e of their dutie unle the arent or guardian grant ritten ermi ion for the di clo ure or unle di i clo ure ar in an emergenc ituation

2 The acilit hall inform the arent or guardian ll enrolled children in riting of the acilit olic regarding di clo ure of information

325 CHILDREN'S HEALTH RECORDS

2 1 ach child attending a Child evelo ment ilitac hall u on enrolment and rior to admi ion u mit to the acilit on a form roved the Ma or com lete documentation of a com rehen ive h ical health examination including age a ro riate creening and u to date immuni ation and for each child ear of age or older com lete documentation of an oral health e amination each e amination having een erformed a licen he health care rofe ional ithin one l ear rior to the date of admi ion

2 2 ach child attending a Child evelo ment i acil hall at lea nu all u mit to the acilit on form a roved the Ma or com lete documentation of a com rehen i h ical health e amination including g ag ro riate creen and u to date immuni ation and for ea h child three ear of age or older com lete documentation of an oral health e amination ea h e amination having een erformed a licen ed health care rofe ion ithin the receding one 1 ear eriod

2 The acilit hall main ain for each enrolled child the ini ial and annual health record documentation re uired under u ection 2 1 and 2 2 including:

a The full name gende date of irth and home addre of the child

The date of the h ani al and oral health e amination

c The child height and eight at the time of the h ical health e amination

d ach licen ed health care ractitioner clinical finding concern and recommendation

e The child ignificant health hi tor including allergie health condition communica le illne and re triction

f ecific immuni ation received month da and ear

g e ult of tu erculo i o ure ri a e men of te ting here indicated

h e ult of lead e oi urea e ment and origin in accordance ith u ection 2 and 2

i Identification of long term medication and ecial health care re uirement or accommodation and

The name addre hone num er and ignature of the licen ed health care ractitioner

2 In addition to the information other i uired under thi ec ion each child under i ear of age attending a Child evelo ment acilit hall u mit and the acilit hall maintain documentation of the follo ing ith re ect to lood te t for lead oi oning:

a roof that the child a te ted et the age of i onth and nine month and again et ee n the age of t ent t o 22 month and t ent i 2 month or

roof that if the child a not te efod the age of t en i 2 month the child a or ill e te ted t o 2 time efore the age of i ear havi een or intending to e te ted at interval at lea t t elve h 2 onth a art or according to a chedule determined the child licen ed health care ractitioner or

c roof that lead te ting for the child com lie ith an a lica le ederal or i trict of Colum ia la or rule that e uire lead te ting for children under the age of i ear

2 lood te t for lead oi oning e conducted and reult hall e di eminated and maintained in accordance ith the Childhood ead oi oning creening and e orting Act of 2 2 effec cto er 1 2 2 C a 1 1 fficial Code 7 1 *et seq.*

326 EXCLUDING AND READMITTING CHILDREN WHO ARE ILL

2 1 A child ho e hi it om more m tom of illne entitled in u ection 2 hal not attend the acilit

2 2 hen the acilit taff o e erve one or more m tom ill of e identified in u ection 2 the child arent or guardian hall e notified immedi acilit hall re uire that the arent or guardi remove the child from the acilit

2 The acilit hall i olate a child ho become ill or i u ected of eing ill The child hall remain ithin ight and hearing of a taff mem er

2 acilit taff hall o erve a child in olation for the re ence of or change in an m tom identified in u ection 2

2 acilit taff hall en ure child ho i ill or u ected of eing ill doe not hare an er onal h giene or grooming item

2 m tom of illne re uiring e clu ion from acilit include ut are not limited to the follo ing:

a iarrhea i.e. runn ater or lood tool

omiting t o 2 or more time in a t ent four 2 hour eriod

c od ra h ith fever

d ore throat ith fever or ollen gland

e e drainage ith thic cru or u draining from the e e

f in e *i.e.* colored drainage e e and or redne of the e e

g ello i h in or e e

h ever accom anied h ravomiting diarrhea earach rita ilit or confu ion

i Continuou irrita le cr ing that re uire more attention than the acilit can rovide ithout com romi ing the hlth and afet of other children or

An other m tom tive of a re orta le communica le di ea e a uch i defined in Cha ter 2 of Title 22 of the i trict of Colum ia Munici al egulation or in an u er eding document

2 7 The acilit hall ove each child for the re ence of m tom that ma indicate a medical ro lem hich ro lem ma re uire du ion from the acilit i olation from other children and or con tion ith the child arent guardian or licen ed health care ractitioner The follo ing a m le of condition that ma indicate the e i tence of a medical ro lem:

a ever

etharg or ina ilit to al

c e irator ro lem including increa ed re iratorrate retraction in the che t e ce ive na al flaring audi le tent hee ing er i tent coughing either roductive or non roductive evere coughing cau ing redne or luene in the face or difficult in reathing

d A dominal and urinar tem ro lem including tin tinal ara ite dar urine hite ot in the tool in ontinence orfre uenc of urination or no urination for an entire da

e Cardiac ro lem including: cho ing ge in color of the in che t ain or er i tent eating

f ar ro lem including di e harge the ear and or ear ain

g Throat and mouth ro lem including re oon the li or the mouth hite atche in the mouth throat ain or a dental rob lem that need immediate attention and

h In urie including: er ieeting loo ing ound arent fracture com laint of er i tent on ain or tiffne or diffi ith the movement of an e tremit

2 A child ho e hi it one or more m mofto ll ne identifie in u ection 2 and ho ha een treated for aid m tom a licen ed health care ractitioner ma readmitted to the acilit onl ith ritten ermi iond an ritten in truction for continuing care if needed from that licen ed health care ractitioner

2 If a child e hi it mild m tom of ill ne or di comfort the Center irector or hi her de ignee or the Caregiver on in ultation ith the child arent or guardian hall decide ether the child hould en immediatel di charged or di charged at the end of the da

327 ADMINISTRATIVE RECORDS ON STAFF OF ALL FACILITIES AND ON PERSONS RESIDING IN HOME FACILITIES

27 1 ach acilit hall main tai on the acilit remi e follo the ing information for each em lo ee:

a The full name gender ocial ecum ir er date of hirt and home addre

o ition title a o de cri tion

c ocumentation and re ult of criminal and ac ground hi tor chec in accordance ith thi Cha ter and ith all ther a lica le fedal and i trict of Colum ia la and rule

d A co of the em lo ee re ume re uired ge de certificate tran cri t and letter of reference

e erification of the em lo ee ation to hi her dutie and re on i ilitie and to the acilit olicie and rocedure

f An ongoing record of continuing education

g ir t Aid and C Certifica for children a re uired

h ate of a ointment to or ithdr from an o ition in the acilit

i ea on for ithdra fr m a o ition and

A co of the lo ee ignature

27 2 The acilit hall main tai health record for each taff mem er including aid em lo ee and volunteer hich hall include the follo ing:

a e ult of a re em lo ment h ical e amination of the taff mem e licen ed health care ractitioner not more than t elve 12 month rior to th tart of em lo ment or volunteer or

e ult of an annual ical e amination of the taff mem er a licen ed health care ractitioner

c ritten and igned documentation from the e amining licen ed health care ractitioner that the taff mem er at the time of hi her e amination a free from tu erculo i and a communica le di ea e

d ritten and igned documentation from the e amining licen ed health care ractitioner that the taff mem er if noted have an identified medical ro lem i ca a le of caring for children in licen ed Child evelo ment acilit

e ealth in urance information if a ca i le and

f The name and hone num of the taff mem er imarr licen ed health care ractitioner and of an emergenc contact er on

27 ach Child evelo ment ome all o tain and maintain documentation e ta li hing that each er on living in the home that hou e the acilit ha ithin the receding one 1 ear eriod ined m a licen ed health care ofe ional and ertified that rofe ional to e free communica le di ea e

328 CRIMINAL AND BACKGROUND HISTORY CHECKS

2 1 The Child evelo ment ilitac hall inform ever a licant for emlo ment of the follo ing re uirement :

a The a licant mu t ati factoril com lete a criminal ground chec a re uired the Child and outh afet and ealth mni u Amendment Act of 2 effective A ril 1 2 C a 1 C fficial Coe 1 1 1 *et seq* and u e uent amendment thereto and according to the rule romulgated ur uant to that at or a re uired anu er eding i trict of Colum ia or federal la and mu t al o ati factoril com lete a child rotection regi ter chec efore he or he can e unconditionall em lo ed

nle other i e ro ide romulgated urant to the Child and outh afet and ealth mni u Amendment Act or u er eding la the criminal ac ground and child rotecti regi ter chec mu t oth e com leted ithin the three month receding a lication

c nle other i e rovide rule romulgated urant to the Child and outh afet and ealth mni u Amendment Act or u er eding la the a licant mu t rovide the acilit ith the certified re ult of the criminal ac ground and child rotection regi ter chec at the acilit direction ith all information that ill ena le the acilit to rom tl o tain the re ult of the criminal ac ground and child rotection regi ter chec dfe a licant including each tate in hich the a licant ha re ided or or ed the a licant ocial ecurit num er and name the a licant ha u ed

d The a licant ha the right to o tain ie of the criminal ac ground and child rotection regi ter chec re ort and to challenge the accurac and com letene of the re ort

e The acilit hall dem lo ment to an er on ha o een convicted of an offen e in the i trict of Colum ia or in an other uri diction hich con titute a ar to em lo ment in an agenc or entit that rovide direct ervice to children and outh or a a re ult df ich a dul authori ed i trict of Colum ia overnment official ha determined that the er on o e a danger to children or outh a rovided in the Child and outh afet and ealth mni u Amendment Act or in u e uent amendment there to or to rule romulgated ur uant to that la or a rovided in an u er eding i trict of Colum ia or federal la a more full le cri ed in u ection e of thi Cha ter and hall den em lo ment to an er on ha o een ad udicated a a child a u er or neglecter or ho ha een determined follo ing roceeding in hich due roce right ere afford d the a lica l d ch rotection agenc or authorit to have een a child a u er or neglecter in the i trict of Colum ia or in an other uri diction and

f The acilit ma den em lo ment to the a licant until the re ult of the crim ac ground and child otection regi ter chec are final

2 2 All record of criminal ac ground chec and child rotection regi ter chec of a licant and em lo ee hall e confidential

2 The acilit hall ire the a licant to rovide the name of and contact information for at lea t three reference ho have nowledge to the a licant The acilit hall chec at lea t three reference for each a licant and ll ha certain that the a licant i uita le for em lo ment a o ition of clo e interaction ith children rior to em lo ment of the a licant

2 The acilit hall maintain a record of the reference chec erformed for each a licant The record hall include either: a igned and dated letter of refence received the acilit or documentation of a reference chec conducted tele hone including the name of the acilit licen ee Caregiver Center irector or de ignee conducting the chec the name and tele hone num er of the reference the date of the chec and ritten comment regarding the chec

2 The acilit ma enter into conditional em lo ment agreement ith an a licant ending the outcome of the criminal ac ground and child otection regi ter chec rovided that the a licant u mit to the acilit a igned notari ed tatement affirmin that he or he ha not een convicted of an offen e li ted in ection 1 of thi Cha ter nor ha een laced on a child rotection regi ter and that the reference chec indicate that the a licant i uita le for em lo ment in a o ition of clo e interaction ith children

2 o acilit hall u e ect to civil lia ilit that good faith relie on a criminal ac ground chec a child rotection regi ter chec or a reference chec to terminate or to refu e to offer em lo ment to an individual

2 7 dated criminal ac ground and child rotection regi ter chec hall e conducted a re uired the Child and outh afet and ealth mni u Amendment Act or u er eding i trict of Colum ia or federal la

329 POLICIES AND PROCEDURES ON DISCIPLINE

2 1 The acilit hall have a ritten olic de cri ing the hilo o h of di ci line and the ecific method of di ci line that the acilite i ci line hall be con tructive and develo mentall a o r riate and hall include ith guidance and management techni ue u ing redirection are ation from the ro lem ition tal ing ith the child a out the ituation and rafore a ro riate ehavior

2 2 The method of di line ice de cri ed in the licie and rocedure hall e utili ed all acilit taff including em lo ee and volunteer

2 The follo ing method of di line ice hall not e em lo ed:

a h ical harm including unching ing i ha ing an ing iting an and o ing

ear and or humiliation

c erogator remar d an or rofane language

d Confinement in a loc ed room or enclo ed area

e orced feeding or ithholding of food t toilet u e or outdoor activitie or la and

f h ical and chemical re traint

2 e aration hen u ed a limdi ci hall e rief in durat and hall e a ro riate to the child age and develo mental leveld to the circum tance nece itating the di ci line An child e arated hall e laced in a afe lighted ell ventilated roo ithin the ight and hearingof an adult at all time

2 Authorit to di ci lin hall never e delegated to another child

2 The arent or guardian of each child enrolin the acilit hall receive a co of the acilit di ci line olic

330 POLICIES AND PROCEDURES ON FACILITY OPERATIONS

1 The acilit hall de and im lement olicie andocedure in the follo ing area :

a Admi ion and enrollmentincluding olicie related to children ith di a ilitie illne otheor ecial need

Age of children acce ted

c a hour eraind of o eration

d T e of child care ervice rovided

e rovi ion of meal and nac

f ee and a ment lan includingor different t e of ervice and or ecific ervicand refund olic

g Tran ortatiarrangement

h rovi ion for children ith ecial ne including arrangent that mu t e made arent or guardian

i mergenc evacuation and heltering in lace

mergemedical care

Admini tratiofmedication

l e orting unu ual incident

m e orting and re onding tonta de communica le di ea e

n taffualification

o rocedure regarding anitation ractice

Animal and et in the acilit

rievance rocedure

r arent and guardian artici ation in and acce to the acilit including o ortunitie to communicate ith teacher concerning their child develo ment and information arent and guardian hould hare ith the acilit regarding their child health tatu

eriodic re orting of child rogre to the ent are or guardian and

t An other olicie or cedure that ma e re ired thi Cha ter

331 GENERAL PERSONNEL REQUIREMENTS FOR CENTERS

1 1 In each Child evelo ment Center the rogram hall e manage by a Center irector The Center irector hall e a i ted teacher a i tant teacher and aide a ecified in thi Cha ter for the ca e of a Center erving infant toddler and re chooler and grou erlead and a i tant grou leader er further ecified in thi Cha ter in the ca e of a Center roviding out of chool time care In all Center the Center irector and taff ma e a i ted volunteer if de ired

1 2 ach em lo ee or volunteer hall e mentally and h ically a le to erform the dutie a igned to him or her

1 The acilit hall not mit a er on ith a re orta le communica le di ea e to e on dut in rogram ace or common indoor or outdoor ace utili ed the children or to have ex ct ith a child in care ithout the ritten a roval of a licen ed health care ractitioner

1 taff and vi itor to the it a hall not mo or u e to acco roduc in rogram area hile children are in care and to acco roduct hall e e t out of the reach of children in care

1 hen children are in the care of the acilit ither on the remi e or off ite no taff mem er hall e under the influ ee of or con ume alcoholic everage or illegal drug

1 All aid taff em lo ed in a licen ed Child Development Center on the effective date of the e rule hall have t o 2 ear from the date that ithin hich to meet the ecific ualification re uirement a rovided thi Cha ter for their o ition unle other i e ecifically tated

332 **CENTER DIRECTOR QUALIFICATIONS**

2 1 The Center irector in a Child evelo ment Center that re e one or more infant toddler and or re chooler shall meet one of the follo ing ualification re uirement :

a A achelor or ma ter degree from an accredited college or univer it in e childhood education or earl childhood develo ment

A achelor degree or higher from an accredited college or univer it at lea t fifteen 1 credit hour om r an accredited college or univer it in earl childhood education or earl childhood develo ment and at lea t one 1 ear u ervi ed e erience or ing ith children in a licen ed i trict of Colum Child evelo ment Center or it euivalent in another uri diction

c An a ociate degree from an accredited college or univer it in earl childhood education or earl childhood develo ment and at lea three ear u ervi e e erience or ing ith children in a licen ed i trict of Colum ia Child evelo ment Center or it e uivalent in another uri diction

d At lea t fort eight credit hour from an accredited college or univer it at lea t fifteen 1 credit hour from an accredited college or univer it in earl childhood education or earl childhood develo ment and at lea t four ear u ervi ed e erience or ing ith children in a licen ed i trict of Colum Child evelo ment Center or it e uivalent in another uri diction

e A i trict of Colum ia irector Credential a a roved the ation A ociation for the ducation of oung Children or the e uivalent irector Credential a arded another uri diction lu at least five ear u ervi e erience or ing ith children in a licen ed i trict of Colum ia Child evelo ment Center or it e uivalent in another uri diction or

f m lo ment a a ied as Center irector in a licen ed Child evelo ment Center in the i trict of Colum ia on the effective date of the e rule rovided that the Center irector achieve com liance ith a c d or e no more than five ear follo ing aid date

2 2 An er on ho i em lo ed a ied as Center irector in a licen ed Child evelo ment Center in the i trict of Columia on the effective date of the e rule and ho ha een o em lo ed continuou l ince ul 1 1 7 earlier or ma a l to the irector of the e artment of ealth for a aiver of one or more of the ualification re uirement contained ithin thi ection

2 or the ur o e of thi ection childhood develo ment or earl childhood education include the follo ing u ect area :

a ro th and develo ment of infant toddler and or children

Care and education of children with special needs and or exceptionality

c ealth and h ical education infant toddler and or children

d la thera

e anguage develo ment and or earl literac

f Children literature

g Art education

h Child adole cent educational psycholo a or a normal psycholog

i utrition for children

amil develo ment

Method of teaching

l Cla room management

m Curriculum rogram and activitie infant toddler and or children

n ducational evaluation and mea urement

o arl Childhood evelopment or outh evelo ment administ ration

iver it and

An other area a determined the irector

2 ach Center irector hall complete full com lete prior to within one 1 ear of em lo ment a a Center irector must complete a total of no le than twelve 12 hour of training from an accredited college or univer it or from another ource approved the i trict of Colum ia government in the follo ing u ect area :

a uman re ource

Management and admini tration

c inancial anagement

d lanning develo ment and evaluation of child develo ment rogram

e Curriculum of child develo ment rogram and

f valuation and mea rement of children

2 ach Center irector atte hd u on the re ue t of the artment of ealth eriodic regulator com liance revie e ion re ented or under the au ice of the e artment

333 DUTIES AND RESPONSIBILITIES OF CENTER DIRECTORS

1 The Center irector hall he ically re ent in the ilit acat lea t one half 1 2 of the time during the Center hour of o eration o le than half 1 2 the of time hall e during ea hour of o eration

2 The Center irector ha llre on i le for the rvi ion rogram lanning and admini tration of the Child evelo ment Center and it taff con i tent ith the ritten o erational olicie and hilo o h and all ah ume the follo ing re on i ilitie :

a n uring com liance ith the re uirement of thi Cha ter and ith all a lica le federal and i trict of Colum ia la

electing and rvi ing ualified taff

c roviding orientation and training to each taff mem er a re uired

d e ignating a teacher grou leader to a ume re on i ilit for the acilit o eration in the a ence of the Center irector

e n uring that adult child ratio are maintained in com liance ith ection of thi Cha ter

f n uring arent involvement in the rogram and in the activitie of the Center

g e orting unu ual incident as defined in ection and in accordance ith ection 22 of thi Cha ter

h n uring that at lea t one 1 member of taffer ith a current C and ir t Aid certification for children i re ent the acilit remi e at all time

i Attending in ervice training rogram and com ting continuing education re uirement a ecified and

e orting evidence of child a u e and neglect that come to the acilit taff attention in accordance ith ection 22 of thi Cha ter

334 TEACHER QUALIFICATIONS

1 A teacher hall e at lea entt 2 ear of age meet one of the follo ing re uirement :

a An a ociate degr higher from an accredited college or univer it in earl childhood education or earl childhood develo ment

An a ociate degr higher from an accredited college or univer it at lea t fifteen 1 credit hour from an accredited college or univer it in earl childhood education or earl childhood devel o ment and at lea t one 1 ear u ervi ed e erience or ing ith children in a licen ed i rict of Colum ia Child evelo ment Center or it e uivalent in another uri diction

c At lea t fort eight credit hour from an accredited college or univer it at lea t fifteen 1 credit hour from an accredited college or univer it in earl childhood education or earl childhood devel o ment and at lea t t o 2 ear u ervi ed e erience or ing ith children in a licen ed i rict of Colum ia Child evelo ment Center or it e uivalent in another uri diction

d A valid Child evelo ment A ociate A credential ecif ing that the individual i ualified for the a igned age cla ification or

e ati factor com letion of a child care certification cour e of no le than hour from an accredited college or univer it a over the irector of the e artment of ealth or hi her de ignee and at lea t ear u ervi ed e erience or ing ith children in a licen ed i trict of Colum ia Child evelo ment Center or it e uivalent in another uri diction

2 or the ur o e of thi ection childhood and earl childhood education hall include the cour e li ted in u tion ec 2 of thi Cha ter

335 DUTIES AND RESPONSIBILITIES OF TEACHERS

1 The dutie of each teacher at Child evelo ment Center hall include the follo ing:

a A i ting the Center irector in uring com liance ith thi Cha ter

roviding and or over eeing the rovi ion of ade uate u ervi ion and a ro riate care for all of the children in hi or her cla or grou at all time

c lanning and initiating dail activitie ea ed on the a e and ength intere t and need of all of the children in hi or her cla or grou

d A i ting the Center irector in im lementing the acilit olicie and rocedure

e u ervi ing u ordinate taff

f Attending in ervtraining rogram and comleting continuing education re uirement a re uired

g Communicating regularl ith the arentor guardian of each child in hi or her cla or grou aout the develo mentof their children

h A uming re on i rilthe fooogram of the acilit in the a ence of the Center irector if and hen o de ignated and

i erforming other a riate dutie a re ue ted the Center irector

336 ASSISTANT TEACHER QUALIFICATIONS

1 An a i tant teacheChild evelo mentCenter hall e atea t eighteen 1 ear of age and hall meetone of the follo ing ualifcation re uirement :

a At lea t t ent four 2 credfrom an accredited college or univer it lu demon trated ill and com etenceith oung childrena ati factoril determined the Center irector

A high chool di loma or eneralcatidon evelo ment certificate lu certification of training and com etence in the fieldof earl childhood education or earl childhood develo rent from an accredited vocational high chool or

c A high chool di loma or eneral dutiaon evelo ment certificate lu one 1 ear of u ervi ed e erienceng orith children in a licen ed i trict of Colum ia Child evelo mentCenter or it e uivalent in anoher uri diction

2 or the ur o e of thi ectiochildhood develo metand earl childhood education hall include th cour e li ted in u tionec 2 of thi Cha ter

337 DUTIES AND RESPONSIBILITIES OF ASSISTANT TEACHERS

7 1 The dutie of each a i tant teacher in aCh evelo ment Center hall include the follo ing:

a roviding u ervi ionandro riate care to the childn in hi or her cla or grou under the direct u ervi ion teacher or the Center irector

A i ting the teacher imingthe dail rogm of activitie

c A i ting the teacher in regular comunication ith the arent or guardian of each child in hi or he cla or grou a out the hildren develo ment and

d Attending in ervtraining rogram and com tleing continuing education re uirement a re uired

338 CONTINUING EDUCATION REQUIREMENTS FOR STAFF IN CENTERS

1 ach aid em lo ee of a Cevelo ment Center ervig infant toddler and or re chooler ho e dutie and e or on i ilitie include dare of enrolled children hall artici ate in at lea t eighteen 1 hof training annuall inthe field of child and outh develo ment and earl childhood education

2 The re uired annual training hallude the follo ing u ect area :

a Child health including tandard theare recaution and communica le di ea e and a o riate re on iaction thereto

Child a u e and neglect reventiotection and re orting including mandator re orting re uirement

c evelo mentall aro riate rogrammingrfinfant toddler re chool and o chool age childrena a lica le

d ermi i le and develontalh a ro riate methodf child di ci line

e Inclu ion of children ith eciad including the American ith i a ilitie Act and

f recaution again t uddfant eath ndrome and

g An other area a determined the irector

Acce ta le u ect areatraining for ing education and training a re uired thi ection include the follo ing:

a An area li ted in u ection 2 of thi Cha ter

Child a u e and neglect recognitiorevention and mandor re orting

c ir t aid and C for children

d revention recogniti and managemenof communica le di ea e

e Medication admini tration

f e of h ical and ac la e ui ment

g Communication and colla oration ith arent and familie

h Communit health and ocial ervice re ource for children and familie

i lanning rogram and activitie for children and familie

nhancing elf contol a elf e teem in children

evelo mehta a ro riate di ci line method and techni ue for infant toddler and or children and

l An other area a dete ined the irector

In ervice training that the re uirement of the Cha ter ma occur in a variet of etting including ut not limited to: eminar cour e held college univer itie or technical chool or ho conference ociation meeting and accredited di tance education including training via the Internet

ach acilit hall ondaina intain ade uate documentation of each taff mem er artici ation in continuing education Acce ta le documentation hall include one or more of the follo ing:

a Tran cri t from an accredited college univer it or technical chool

Certification of artici ation from a training ource a rov the i tance ducation Training Council

c ritten documentation verif ing com tion of training in ir t Aid for children C for children and or common ilchood illne e from acce ta le on oring entitie including the Amer ariced Cro the American eart A ociation the ational afet Council and other rl imilar recogni ed and accredited organi ation and

d A igned and dated tatement from the trainer on a form a roved the irector verif ing the taff mem er artici ation in a training rogram conducted a trainer licen ed certified or other i e a roved the i trict of Colum ia government

ach volunteer erving a Child evelo ment Center ahtici ate lea t annuall in a training eminar hich hall include a revie of the u ect area li ted in u ection 2

339 AIDES AND VOLUNTEERS

1 ach aide or volunteer in a Child evelo ment Center hall ro under the direct u ervi ion of a teacher a tant teacher grou ade er a i tant grou leader or Center irector at all time

2 The dutie of each aide or volunteer in a center hall include the follo ing:

a A i ting the teacher a i tant teacher grou leader a i tant grou lea and or Center irector a directed

roviding u ervi ion and ro riate care to the children in hi or her a igned cla or grou under the dire u ervi ion of a teacher a i tant teacher grou leader a i tant grou leader or Center irector and

c Attending in ervicein ing rogram and com tle ing continuing education re uirement a re uired

The acilit hall ee that no aide or volunteer ha ole re onilit for a grou or cla room or for the Center at an time

340 INDOOR PROGRAM SPACE IN CENTERS

1 or the ur o e of thi r Ch "a rogram ace" defined a ace ithin the acilit e clu ive of: food re aration area itchen at room toilet office taff room corridor hall a tair a cdo er et lau ondr room furnace room file ca inet torage e ac and non mova le ftur e that i not de igned for the u e of enrolled children

2 ach acilit hall ro ide uate indoor ace for the id a rogram of the acilit The irector hall determine the licen ed ca acit of each acilit erving infant toddler and or re chooler that there i a minimum of thirt five uare feet ft of rogram ace er child ach uch acilit mail tain a minimum of thirt five uare feet of rogram ace er child at all time

The tem erature ithin each room of rogram ace hall e maintained at et een i t five degree hrenheit and ent e five degree hrenheit 7 during the inter month and eten i t eight degree ahrenheit and eight t o degree ahrenheit 2 during the ummer month

ach acilit hall a e arate room or a e arate de ignated area ithin a room for the tem orar or ongoing care of a child ho need to e e arated from the grou due to in ur or illne Thi room or area hall e located an o that child laced ithin it i ithin ight and hearing of the acilit taff at all time and o that toilet and lavator facilitie are readil acce i The room or area ma e u ed for other ur o e hen not needed for uch e aration of a child

If a Child evelo ment Center located in a uilding that al o hou e other entitie or er on the ortion of the uilding to h the children from the acilit have acce hall e for the e clu ive u e of children and a taff of the acilit during the acilit hour of o eration ith the e ce tion of en a hall a nd other common area in the uilding normall avila le for u e the u lic

341 ADDITIONAL INDOOR PROGRAM SPACE REQUIREMENTS FOR INFANTS, TODDLERS, AND YOUNG CHILDREN IN CENTERS

1 1 The indoor rogram ace for infant and toddler activitie hall contain a minimum of thirt five uare feet ft er children encum ered in tructional and or la ace or a minimum of fort five uare feet ft of children encum ered in tructional or la ace mea ured on the in ide all to all dimen ion

1 2 or the ur o e of this ction nencumre d In tructional and or la ace mean rogram ace that i free of ermanent fi ture architectural tructure e ui ment edding and furniture that are unrelated to the rogram and ncum ered In tructional and or la ace mean rogram ace that i re tricted ermanent fi ture architectural tructure e ui ment edding or furniture that are unrelated to the rogram

1 Children under the age of 2 ear i month a ell a non am ulator children ma onl occu ace on treet level unle e the acilit receive e licit ritten a roval from the e artment of ire and mergenc Medical ervice to care for uch children on another level

342 OUTDOOR SPACE, EQUIPMENT AND SAFETY IN CENTERS

2 1 ach Child evelo ment ilit ac erving infant toddler and re chooler hall rovide uita le ace for outdoor la Thi ace hall e in an enclo ed ard on the acilit remi e in a near ar ground or in a roof to a l ace that meet the re uirement of thi Cha ter

2 2 The acilit hall maintain the outdoor la ace o that it free of condition that are or might e ha ardou to the health and or afet of children

2 ach acilit hall ide a minimum of i t uare feet oftoutdoor la ace er child a ed on the ma imum er of children cheduled to la outdoor at an one time

2 All outdoor la ace hall com le re ithtirtment of the itrict of Colum ia uilding Code and ith the acilit Certificate of ccu anc

2 The acilit hall com l the itdult child ratio li tid ection of thi Cha ter at all time hen children are going to ing or leaving theoutdoor la ace

2 The acilit hall rentat taff hileu ervi ing a grou of children in the outdoor la ace are a le to ommand another adult taff mem er if the need ari e ithout leaving the children un u rvi ed at an time

2 7 The acilit hall rentat the outdoor la ace i u ervi ed adult taff in ufficient uantit and a ro riatlacement to en ure that all children are ithin ight and hearing of at lea t one aff mem er at all time

343 GROUP SIZE AND ADULT/CHILD RATIOS

1 ach Child evelo ment Centhall have at lea t t o 2taff er on caring for each grou at all time In Center erving infant toddler andre orchooler there hall e a teacher ho ma al o e the Center irector and an a i tant teacher or aide for each grou at all time e ce fur ther ecified herein

2 uring non ea hour or during na ord t ancother adult taff mem er or adult volunteer ma u titute for one of thtaff mem er ecified at u ection 1 rovided that the grou i u ervi ed lea at one teacher or a i tant teacher

In art da rogram o eratinghan fourre hour er da the Child evelo ment Center ma u tetitan adult volunteer for an a i tant teacher or aide

In Center roviding outhoof l timme care the ecific irement of ection of thi Cha ter hall e deemed ufficient forthat of chool time rang to the e tent that the ma differ from the re uirement contained in thi ection

The acilit hall intain the adult child ratio and grou i e a ecified herein:

a or Center erving infant toddler and re chooler :

AGE OF CHILDREN	ADULT/CHILD RATIO	MAXIMUM SIZE OF GROUP
0 – 12 months	**1:3**	**9**
0 – 12 months	**1:4**	**8**
12 – 24 months	**1:3**	**9**
12 – 24 months	**1:4**	**8**
24 – 30 months	**1:4**	**12**
30 months through 3 years	**1:8**	**16**
4 – 5 years	**1:10**	**20**

or Center roviding out of chool time care to childre n of legal chool age:

AGE OF CHILDREN	ADULT/CHILD RATIO	MAXIMUM SIZE OF GROUP
Under 6 years	**1:12**	**24**
6 years and older	**1:15**	**30**

In determining adult child ratio and ma imum grou i er children u to t ent four 2 month old the ma imum grou i e ma increa e one child hen the adult ratio decrea e one child er adult ha o n in the ta le a ove at u ection

7 hen children of different ag are com ined in one grou the adult child ratio for the ounge t child hall a l

hen children are immoi ng la ing in ater incl ing a ool ading ool and full de th ool activit hall maintain the ho ing adult child ratio in addition to com l ing ith the ater afet re uire ent contained in ection of thi Cha ter:

AGE OF CHILDREN	ADULT/CHILD RATIO
0 – 24 months	**1:1**
24 months and above	**Ratios in subsection 343.5 apply**

344 GENERAL DAILY PROGRAM ACTIVITIES IN CENTERS

1 ach Child evelo ment Center erving infant toddler and re chooler hall rovide time each da for oth uiet and active la uita le to the age and a ilitie of the children enrolled at the acilit

2 ach Center erving children in a full dogram hall en ure at each child including infant toddler and hoo ler ha a minimum of t o 2 hour of outdoor la or outdoor activit each da

The acilit hall devi im lement a rogram of activitie uita le to the age and a ilitie of all of the children enrolled at the acilit A co of the rogram chedule fo each age grou hall e furni hed the acilit to the oirect evaluation u on re ue t

The irector hall evaluate acilit rogram activitie and lha rove it if the follo ing re uirement are met:

a The rogram hall include outdoor la each da e ce t that in e tremel inclement eather the rogram ma u titute indoor gro motor la uch a clim ing um ing running ng ridi heel to and ort

All la material hall e arranged in orderl fa hion he height that allo oung children to elect remove and lace material ith a minimum of a i tance during a ro riate time throughout the dail rogram and

c The rogram hall include a alance of th uiet and active la throughout the da

The acilit hall ren that it taff o erve and follo the acilit e ta li hed rogram of activitie

The acilit hall ode a ritten activit lan for each grou of children that im lement the element of the rogram of activitie

7 The acilit hall ren that the dail activitie for each grou of children include oth tructured and un tructured time and oth f directed and child initiated e erience

The acilit hall ren that it rogram of activitie ovide eriod of re t the duration and cheduling of hich are a ro riate to revent fatigue and to meet the h ical need of the children enrolled at the acilit ta ing into account the age and develo mental level of the children ach child in a full da rogram hall have eci time de ignated for re t each da

The acilit hall ethat ure each child ha a u l clean dr clothing in ca e of an emergenc and that taff om r tl remove all et or oiled clothing from a child and re lace it ith thi clean and dr clothing

345 CENTER DIRECTOR QUALIFICATIONS AND RESPONSIBILITIES FOR OUT-OF-SCHOOL-TIME PROGRAMS

1 ach Child evelo ment Center that rovide out of chool time care either alone or in con unction ith infant toddler and or re chool care ll have a Center irector

2 The Center irector for a Center that rovide oth out f o chool time care and care for infant toddler and eor chooler hall meet the ualification re ement for a Center irector in accordance ith ection 2 of thi Cha ter

The Center irector in a ild Ch evelo ment Center that ovide out of chool time care onl hall e at lea t t ent one 21 ear of age and hall meet one of the follo ing ualification re uirement :

a A achelor degree or higher from an accredited college or univer it in education or child and outh develo ment

A achelor degree or higher from an accredited college or univer it lu at lea t one 1 ear u ervi ed e erience or ing ith children of legal chool age and under the age of fifteen 1 ear an accredited chool or cam a licen ed Child evelo ment Center or the e uivalent

c An a ociate degree from an accredited college or univer it in education or child and outh develo ment lu at lea t one 1 ear u ervi ed e erience or ing ith children of legal chool age and under the age of fifteen 1 ear in an accredited chool or cam a licen ed Child evelo ment Center or the e uivalent

d At lea t fort eight credit hour from an accredited college or univer it at lea t fifteen 1 credit hour from an accredited college or univer it in education or child and outh develo ment lu at lea t eighteen 1 month u ervi ed e erience or ing ith children of legal chool age and under the age of fifteen 1 ear in an accredited chool or cam a licen ed Child evelo ment Center or the e uivalent

e A i trict of Colum ia irector Credential or the e uivalent irector Credential a arded another uri dicti lu at lea t t o 2 ar u ervi ed e erience or ing ith children of legal chool age and under the age of fifteen 1 ear in an accredited chool or cam a licen ed Child evelo ment Center or the e uivalent or

f m lo ment a a ied Cf Center irector in a licen ed Child evelo ment Center roviding out of chool time care in the ct of Colum ia on the effective date of the e rule rovided that the Center irector achieve com liance ith a d c or e ithin than five ear follo ing aid date

In order to ualif for the ur o e of thi ection a eriod of urvie ed or e erience mu t include an average of no le than ent 2 hour er ee ne 1 ear e erience i e ual to one thou and 1 hour le Multi ualif ing eriod ma e aggregated in order to achieve the re uired total

The dutie and re on i of the Center irector in a Center that rovide out of chool time care lhi include tho e contained in ection of thi Cha ter

346 **GROUP LEADER QUALIFICATIONS AND RESPONSIBILITIES FOR OUT-OF-SCHOOL-TIME PROGRAMS**

1 In a Child evelo ment Ce that rovide oth out f o chool time care and care for infant toddler and or chool er a ualified teacher hall e deemed to meet the ualification re uirement for a grou leader

2 A grou leader in a Child velo ment Center that rovide out of chool time care onl hall e at lea t eighteen 1 ear of age and l me t one of the follo ing ualification re uirement :

a An a ociate degree or higher from an accredited college or univer it in education or child and outh develo ment

At lea t fort eight credit hour an accredited college or univer it at lea t nine credit hour m fro accredited college or univer it in education or child and outh develo ment lu at le i month u ervi ed e eri or ing ith children of legal chool age and under the age of fifteen 1 ear in an accredited chool or cam a licen d Child evelo ment Center or the e uivalent or

c A high chool di loma it or e uivalent lu eat l one 1 ear u ervi ed e erience or ing ith children of legal chool age and under the age of fifteen 1 ear in an accred ited chool or cam a licen d Child evelo ment Center or the e uivalent

In order to ualif for the ur o e of thi ection a eriod of urvie ed or e erience mu t include an average of no le than ent 2 hour er ee ne 1 ear e erience i e ual to one hou and 1 hour le Mul ti if ing eriod ma e aggregated in order to achieve the re uired total

The dutie and re on i of each grou leader all include the follo ing:

a u ervi ing a i ting and guiding the children in hi or her a igned grou

A i ting the Center irector in lanning the rogram of care

c u ervi ing di ator taff and

d Communicating regularl the arent or guardian of each child in hi or her grou concerning their children

347 ASSISTANT GROUP LEADER QUALIFICATIONS AND RESPONSIBILITIES FOR OUT-OF-SCHOOL-TIME PROGRAMS

7 1 In a Child evelo ment Center that rovide oth out f o chool time care and care for infant toddler and ochooler a ualified i tant teacherall h e deemed to meet the ualificationre uirement for an a i tant grou leader

7 2 An a i tant grou leader in Child evelo ment Center that rovide out of chool time care onl hall e at lea t eighteen lear of age hall have at lea t a high chool di loma or it e uivalent and hall have at lea t i month u ervi ed e eri or ing ith children of legal chool age and under the age of fifteen 1 ear in an accredited chool or cam lia en ed Child evelo ment Center or the e uivalent

7 In order to ualif for the ur o e of thi ection a eriod of u vie ed or e erience mu t include an average of no le than ten 2 hour er e i month e erience i e ual to five hundred hour Multi ualif ing eriod ma e aggregated in order to achieve the re uired total

7 ach a i tant grou leader hall on the direct u ervi ion of a grou leader

7 The dutie and re on i ilitie of a i tant grou leader hall e to aid the grou leader in guiding the activitie of the children

348 STAFFING AND GROUP SIZE FOR OUT-OF-SCHOOL-TIME PROGRAMS

1 ach grou in a Child evelo ment Center that rovide out of chool time care hall e u ervi ed at lea t t o 2 adult at all time

2 ach grou containing one or more children eleven 11 ear of age or ounger hall e u ervi ed at a minimum by a grou leader and an a i tant grou leader A grou containing children all of hom are t elve 12 ear of age and older ma e occa ionall u ervi ed volunteer in addition to the grou leader rovided that the volunteer i at lea t t o 2 ear older than the olde t child in the grou

The grou i e and adult child ratio ecified in ec 1 of thi Cha ter hall a l to out of chool time care rogra e ce t a ecified in ub ection or the ur o e of achieving the re uired ratio for an grou the ci lit ma count all taff mem er including the o ho meet the ualification of Center irector grou leader and a i tant grou leader ro ided that each uch taff mem er i o counted onl for the time that he or he i directl caring for that grou of children

The irector ma a rove on a ca e by ca e le variation to the re cri ed grou i e limitation for a facilit including fle i le grou ing and u grou ing to ac ommodate the follo ing area :

a ualification and mu er of taff and volunteer

rogram tructure and focu

c Age and develo mental level of children erved

d a le ace and

e The acilit a t hi tor of com liance

The acilit hall a ritten taffing lan to en ure theu ervi ion of all enrolled children at all time If ritten a rovalo i tained from the irector the taffing lan ma ermit different level of u ervi ion at di ferent time con int te ith the level of ri involved in each activit

The acilit hall ren that it taff mem er e each enrolled child ithin continuou vi ual and hearing range at all tim hen the child i in the care of the facilit oth on the facilit remi e and here hen a child u e the toilet the taff hall u ervi e ith a ate re ri ect for the child rivac

349 TRAINING FOR STAFF IN OUT-OF-SCHOOL-TIME PROGRAMS

1 ach aid em lo ee of a Child evelo ment Center o viding out of chool time care ho e dutie and or re on ie i ilit include the care of enrolled children hall artici ate in at lea t ten 1 hour trai ing annuall in the field of child and outh develo ment and or education

2 The re uired annual training hall include the u ect area ecified in u ection of thi Cha ter a a a lic to chool age children

Acce ta le u ect area ecifi in u ection of thi Cha ter lica le to chool age children lu the follo ing additional area a a lica le to the age range of the children erved the acilit :

a ecreation

cience and technolog

c Mu ic vi ual and erforming art

d outh develo ment and

e uidance

350 INDOOR SPACE AND PROGRAMMING REQUIREMENTS FOR OUT-OF-SCHOOL-TIME PROGRAMS

1 ach Child evelo ment Center that rovide out of chool care hall com l ith the rogram ace re uirement for Center contained in ection of thi Cha ter ith the e ce tion of u ection 2

2 The acilit hall ensure that ade uate room i rovided for all rogram activitie and hall:

a Arrange the ace to ermit the accommodation of the entire range of activitie offered the rogram

Arrange the ace o that variou activitie can occur imultaneou l ithout di ru tion of one another and

c n ure that there i ade uate convenient torage ace for e ui ment material and the er onal o e ion of enrolled children and acilit taff

ach acilit hall rovide the enrolled children ith an activit rogram hich:

a I a ro riate to the age develo mental level a ilitie and intere t of children enrolled

rovide a alance among elf initiated grou initiated and taff initiated activitie

c rovide o ortunitie for ing elf e on and artici ati in a variet of timulating activitie

d rovide o ortunitie for civic engagement and communit ervice and

e o ter elfare ocial re on i ight ro th and develo ment

ach acilit hall develo written activit lan for each grou of children that im lement the element of the activit rogr The lan hall include a dail chedule of activitie and routine hich offer rea ona le regularit and hall include nac an meal eriod a a lica le uiet and active activitie o ortunitie for learning and elf e re ion

351 CHILD DEVELOPMENT HOMES

1 1 A Child evelo ment ome ma e licen ed to ovide care for u to i children ith no more than t o 2 children eing nam ulator or under t o 2 ear of age or the ur o e of thi Cha ter the num er of children in the Child evelo ment ome and the num er of children under t o 2 ear eof aghall include all children age four and ounger ho re inidthe home of the Caregiver

1 2 The Caregiver hall e re i lefor com liance ith all i trict of Colum ia la and regulation a lica le to a acilit including all ection in thi Cha ter unle e to e a lica dal to Child evelo ment Center

352 CAREGIVER QUALIFICATIONS AND RESPONSIBILITIES

2 1 ach Child evelo ment ome Caregiver hall meet the follo ing re uirement :

a e at lea t eighteen 1 ear of age

ave a high chool di loma a eneral ducaion evelo ment ertificate ith the e ce tion that all Caregiver licen ed on the effective date of the e rule hall have four ear fthan date ithin hich to o tain the di loma or certificate

c Attend annual regulator com liance revi eminar re ented the e artment of ealth

d Attend at lea t three child devel nt related training cour e a roved the i trict of Colum ia gove ment er ear r a total of no le than nine hour of training er ear

e ucce full comtraining a a roved e th trict of Colum ia government on recaution again tdden Infant eath ndrome

f ndergo a h ical e amination a licen ed health care ractitioner at lea t annuall and o tain ritten and igdocumentation fm the e amining ractitioner that the Cagiver at the time of th e amination i free of tu erculo i and other da e in communica le form and i h icall ca a le of caring for children and

g ndergo training and o tain certificain ir t Aid and C for children and maintain documentation of current certification in oth

2 2 The duties of a Child evelo ment Caregiver hall include ut hall not e limited to the follo ing:

a rienting ach mem erof the acilit hou ehold the tandard and rule governing Child evelo ment ome

erating the home in com liance ith all a lica le la and rule

c u ervi ing each enrolled child

d n uring that an other dutie or activitie erformed on ehalf of the hou ehold do not interfere ith the u ervi ion and care given to the enrolled children

e n uring that each er on re iding in the home ha a h ical e amination a licen ed health care ractitioner at lea t annuall and that each i certified the e amining ractitioner to e free of communica le di ea e

f u ervi ing and accom an ing all vi itor ho are re ent in the home or on the ground during the acilit hour of o eration

g e orting to the irector and to the arent or guardian of each affected child an unu ual incident or accident that occur in the home in accordance ith the ection 22 of thi Cha ter

h n uring that an ade uate num er and u er onnellified in accordance ith the re uirement et forth in this Cha ter and regi tered ith the irector are engaged the acilit and are availa le to e re ent at the acilit hen needed in accordance ith thi Cha ter at all tim during the acilit hour of o eration

i evelo ing and im lementing ritten contingenc lan including ritten in truction for all acilit er onnel and for all re on i le hou ehold mem er for u e in ca e of emergencie oth medical and non medical and

eing re on i le for the all u ervi ion and admi itration of the rogram of care rovided to the enrolled children

353 CHILD DEVELOPMENT HOME INDOOR SPACE REQUIREMENTS AND EQUIPMENT

1 ach Child evelo ment ome t o tain a roval from the irector for the u e of all rogram ace and no l offer child care ina roved ace

2 The Caregiver and acilit taff l harrange the la and the furniture in the a roved rogram ace ithin the Child evelo ment ome o a to allo ade uate room for active and uiet la al for individual and grou activitie

rogram ace doe chude in the food re aration area ithin the itchen athroom hall a tair a laundr etroom or area furnace room and torage ace

ach Child evelo ment ome hall rovide a ufficient amount a determined the irector or hi or her de ignee of develo mentall a rote tia game e ui ment material and oo to meet the need of the children enrolled at the acilit

354 CHILD DEVELOPMENT HOME GENERAL DAILY PROGRAM ACTIVITIES

1 ach Child evelo ment Caregiver hall e ta li h a lanned rogram of activitie for the acilit a ed on the tage of devel ment of each enrolled child The acilit mu t en ure that it dail rogram hall:

a Motivate and timulate each child cognitive h ical ocial emotional an creative develo ment

Contain ufficient equit and fle i ilit to meet the need of each individual child a ell a the need of the grou

c rovide a alance of active and uiet learning through la

d rovide oth tructured and un tructured time and oth Caregiver directed and child initiated e erience

e rovide eriod of rea t ro riate to the age and develo mental need of each child including ecifie ignated time for ret each da and

f rovide a alance of indoor and outdoor activitie including a minimum of 2 hour of outdoor la outdoor activit each da for each infant toddler and re chool age child in full da rogram

2 If a Child evelo ment ome rovide out of chool time care a chool age children the acilit hall develo a rogram of u ervi ed activitie that i de igned for choo age children and that include for each child:

a ree choice of la

ortunitie unto r um and clim

c ortunitie for concentration alone or in a grou

d Time to read or to do home or

e ortunitie for active activitie and

f ortunitie for devel g iu ortive relation hi thith Caregiver and ith eer

355 CHILD DEVELOPMENT HOME OUTDOOR SPACE, EQUIPMENT AND SAFETY

1 In the a ence of a outdoor ace on the remi e of the Child evelo ment ome uch a a fenced ard the Caregiver hall en ure that all enrolled children are given regular o ortunitie for afe la one or more near ar or la ground

2 ach outdoor la area in u e one or more enrolled children hall e vi i le to the Caregiver or other a roved acilit taff at all time

The Caregiver or other a roved acilit taff hall rovi ee all children during all eriod of outdoor la

ach Child evelo ment ome hall en ure that all outdoor la area and e ui ment on the acilit remi e are maintained in com liance ith the a lica le afet re uirement of thi Cha ter and that all la e ui ment conform to the tandard e ta li hed the on u er roduct afet Commi ion and the American ociet for Te ting and Material

If one or more enrolled children im in a ool la e over i hile under the care of a Child evelo ment ome the acilit mu t adhere to the adult child ratio re uirement contained in ection of thi Cha ter and to the re uirement contained in ection of thi Cha ter concerning " imming and ater afet "

356 HEALTH AND SANITATION REQUIREMENTS FOR CHILD DEVELOPMENT HOMES

1 ach Child evelo ment ome hall com l ith the hlth and anitation re uirement a et out in ection 7 and 71 of Cha i ter concerning andling ia er Training ant and To ni a" and a hing ractice "

2 The acilit hall maintain at all time in a de ignated location that i readil availa le to taff and out of reach of children an ade uate uantit of fir t aid u lie for the num er of children enrolled in the acilit

The acilit hall e that no er on including the Caregiver taff re ident and vi itor to the home mo e or u e to roduct ithin th rogram ace hen one or more children i in the care of the acilit

The acilit hall e that all to acco roduct that ma e re ent in the acilit remain out of the reach of enrolled children at all time

hen children are in the care of the acilit either on the remi e or off ite no Caregiver or other taff mem er hall e under the influence of or con um alcoholic everage or illegal drug

ach Child evelo ment ome hall com l ith the infa lee o ition re uirement recaution again t uddenfant eath ndromea et out in ection 7 of thi Cha ter

357 EXPANDED CHILD DEVELOPMENT HOMES

7 1 ach anded Child evelo ment ome ma e licen ed torovide care for more than i children u to a ma imum of t elve 12 children

7 2 ach anded Child evelo ment ome hall com l ith of the re uirement of thi Cha ter ertaining to Child evelo ment ome and ith the follo ing additional re uirement :

a ach anded Child evelo ment ome hall have at lea t t o Caregiver a

ach anded Child evelo ment ome hall rovide a minimum of thirt five uare feet ft roggram ace er child

7 o Caregiver in an anded Child evelo ment ome i ermitted to rovide fo ter care for either children or adult on the ame irem ithout the rior ritten a roval of the irector

358 QUALIFICATIONS OF CAREGIVERS IN EXPANDED CHILD DEVELOPMENT HOMES

1 ach Caregiver in an anded Child evelo ment ome hall com l ith the ualification re uirement for Caregiver in Child evelo ment ome contained in thi Cha ter e ce t a ecificall rovided herein

2 ach rimar Caregiver in an nded Child evelo ment ome hall:

a e at lea t t ent one 21 ear of age

ave o tained one of the follo ing:

1 An a ociate degree or higher from an accredited college or univer it in earl childhood education orearl childhood develo ment

2 At lea t fort teigh credit hour from an accredited college or univer it including at alet fifteen 1 credit hour from an accredited college or univer it in earl childhood education or earl childhood develo ment

A current and valid Child evelo ment A ociate credential

A current and valid accreditation credential from the ational A ociation for amil Child Care or

u ect to the roval of the irector current and valid famil child care credential from another uri diction o tained ucce full com leting a tate a roved cour e of tining of at lea t ninet hour in length and

c ave ucce full comtedle one of the follo ing:

1 At lea t one 1 ear of o eration a the Caregiver in a licen ed Child evelo ment ome or it e uivalent in another uri diction or

2 At lea t one 1 ear of emmerlt in a licen ed Child evelo ment Center or it e uivalent in another uri diction a a Center irector Teacher or A i tant Teacher

or the ur o e of thi dctio childhood develo ment and earl childhood education hall include the cour e li ted in u tion ec 2 of thi Cha ter

ach A ociate Caregiver in an anded Child evelo ment ome hall:

a e at lea t eighteen 1 ear of age

ave a high chool di loma a eneral ducation evelo ment certificate ith the e ce tion that all Caregiver licen ed on the effective date of the e rule hall have four ear from date ithin hich to o tain the di loma or certificate and

c ave ucce full comtedle one of the follo ing:

1 At lea t one 1 ear of o eration a the Caregiver in a licen ed Child evelo ment ome or it e uivalent in another uri diction or

2 At lea t one 1 ear of emmerlt in a licen ed Child evelo ment Center or it e uivalent in another uri diction a a Center irector Teacher or A i tant Teacher

ach Caregiver hall be on i le for the erformance of all dutie li ted in u ection 2 2 of thi Cha ter concerning Caregiver e on i ilitie

The enrolled children hall u ervi ed at all time one oth of the Caregiver or a u titute Caregiver i ho certified in ir t Aid and for children and ha een reviou l a roved the irector

359 ADULT/CHILD RATIOS IN EXPANDED CHILD DEVELOPMENT HOMES

1 ach anded Child evelo ment ome all com l ith the adult child ratio re uirement contained ithin ection of thi Cha ter

2 An anded Child evelo ment ome ma rovide care for more than t o 2 children ho are non am ulator or under t o 2 of age rovided that the num er of uch children doe not e ceed the follo ing:

a our children if there are 2 Caregive re ent or

i children if there are thre or more Caregiver re ent

360 24-HOUR FACILITIES

1 ach Child evelo mentilitac that offer t ent four 2 hour care hall com l ith all a lica le re uirement contained in thi Cha ter in addition to the eci re uirement li ted in thi ection

2 The acilit hall ren that u each activit i a ro riate oth for eriod of the da and for the age of each artici ating child

The acilit hall o tain con ent from a child nt re or guardian efore acilit taff athe and or ho er thild ch ith the e ce tion that in emergenc ituation uch a regi tration or ed etting acilit taff ma ta e a ro riate mea ure to clean an affected child

ach acilit hall meet the follo re uirement for re t and lee :

a If a child i in the care of the ili c after : m on a regular a i the acilit hall e ta li h a edtime routin con ultation ith that child arent or guardian nd ta aing into account the age and develo mental need of the child and the time of the child cheduled ic u from the acilit on the fir t da of enrollment and the acilit all document the routine in that child record

If a child i in the care of the acilifter : m on an occa ional a i t
acilit hall e ta li h a edtime routin con ultation ith that child
arent or guardian nd ta aing into account the age and develo mental need
of the child and the time of the child cheduled ic u from the acilit on
each uch occa ion

c The acilit hall rovide eachlard child ith an individual ed coor cri
that i a ro riate for the child age and i e

d The acilit hall en ure that ed linec changed efore the ed cot or cri i
u ed a different child

e The acilit hall rovide or hall en ure that each enrolled child arent
guardian rovide a tocloriaing for the child to ear hile lee ing

f The acilit hall en ure that all crot and ed are maintained in a clean
and anitar condition

g If a acilit rovide one or more un ed for the u e of enrolled children t
acilit hall en ure that child under even 7 ear ageofi laced in a to
un

h The acilit hall en ure that all ecot cri and mattre e have firm
urface and meet the tandard eli tahed the Con erm roduct afet
Commi ion

i The acilit hall en ure that all cotd and cri hen in u e are laced at
lea t t o 2 feet a art and that eacat lea t t o 2 feet a a from an
radiator and or indo

The acilit hall en ure that no t ed crico loc or im ede acce to an
e it

The acilit hall en ure that no otheron hare a ed cot or cri ith an
enrolled child

l The acilit hall en ure that no enrolled child five ear of age or older
hare a lee ing room ith an adult

m The acilit all en ure that taff monitor lee ing children at lea t once ever
three hour and maintain aenrecord of thi monitoring and

n The acilit hall rovnight light near the e of each lee ing room along
each hall a ad acent to a lee ing roomand near each athroomto e u ed
enrolled children during the overnight hour

ach acilit that rovide t ent fo hour 2 care to chool age children hall com l ith the follo ing additional re uirement :

a The acilit hall e ta li h a home routine for each chool age child in con ultation ith the arent or guardian of that child on the fir t da of enrollment and hall document the routine in that child record

The acilit hall ure that each chool age child afforded uiet time and i rovided ith a uiet area for doing home or a needed

c The acilit taff hall rovide ta ance i ith home or hen needed and

d If an enrolled child i to go to choo ech l from the acilit the acilit hall enter into a ritten agreement ith that child arent or guardian on or efore the fir t da of enrollment that ecifie the mean hich the child hall get to chool and the er on re on ia le for an ing the child to chool and the acilit hall maintain a co of thi agreement in the child record

ach acilit hall com l ith all a lica le re uirement concerning nutrition that are contained el e here ithin thi Cha ter in addition to the follo ing ecial re uirement :

a The acilit hall rovide or erve dinner a nac to each child cheduled to remain in care overnight unle the acilit and the child arent or guardian enter into a ritten agreement ecif ing that the child ill eat dinner efore arriving at the acilit and

The acilit hall rovide rea fa t to each child ho ha een in care overnig at the acilit and i going direct from the acilit to chool

7 ach acilit roviding t ent four 2 hour care hall con at all time ith the adult child ratio and taff ualification re uirement contained in thi Cha ter

The acilit hall ure that u taff mem er are availa le at all time to attend to the need of the children and that at lea t one 1 adult taff mem er i a a e and ithin ight and hearing range of the children at all time

The acilit hall e ta li h and im leme an emergenc contingenc lan to addre oth medical and non medical emergencie at all hour of the da during hich care ma e rovided including during natural and or man made emergencie that nece itate evacuation from the acilit tem orar dicement from the acilit or confinement to the acilit

361 TOILETS AND SINKS

1 1 ach Child evelo ment Center erving re ooler hall rovide lea t one 1 flu h toilet and one 1 in for eve ten 1 occu ant of the acilit including taff

1 2 ach Center roviding out chool time care to chool age children hall rovide at lea t one 1 flu h toilet and one 1 in er for t event 2 occu ant of the acilit including taff

1 rinal ma e u titute for toilet in Center in atio of t o 2 urinal to 1 flu h toilet rovided that at al t t o third 2 of the total num er of flu h toilet are maintained

1 ach Center hall rovi bathroom facilitie for u e dult e arate from tho e for u e children and or infant

1 If an toilet or in in a Child evelo ment acilit i too high to e u ed one or mo enrolled children ithout a i tance the acilit hall rovide or te for the child or children u e

1 ach acilit hall rovi ideta training chair and or eat at the di cretion of the acilit for u e an child or children here uire them Training chair hall e em tied rom tl and nita ed after each u e

1 7 ach acilit hall rovide oa and e in ingle a er to el in each athroom

362 GENERAL FURNISHINGS, EQUIPMENT AND SUPPLIES

2 1 ach Child evelo ment acilit hall ovide a variet and fficient uantitie of material e ui ment and u lie for in and outdoor activitie on i tent ith the num er age and need of the infant toddler re chool and chool age children enrolled

2 2 Material e ui ment and lie u acce i le to children hall e lage a ro riate afe in good re air clean nd anon to ic and hall e acce e to in and a ro riate for children ith ecial need if the acilit rovide care to uch children

2 The acilit hall ren that there are ufficient uantitie of material and e ui ment to:

a Avoid e ce co ver etition among the children and long ait for u e of the material and e ui ment and

rovide for a variet of erience and a eal to the individual intere t of the children

2 The acilit hall en that material rovide a culturall en itive culturall relevant and de igned to romote:

a ocial develo ment

Communication ill

c elf hel ill

d arge and mall mu cle develo ment and

e Creative e re ion

2 ach acilit hall have available a ufficient num er of troller or carriage ith a ro riate re traint for the infant non am ulator children enrolled

363 GENERAL SAFETY AND MAINTENANCE

1 All la thing e uipment material and furni hing ovided a Child evelo ment acilit for u e children hall meet the tandard of the Con umer roduct afet Commi ion and the American ociet for Te ting and Material and hall:

a e turd enough that it will not linter

ot have har oint or rough edge

c ave lead free toxic aint or fini he

d e ea il a ha le

e e maintained in good re air and

f Com l ith federal tandard regarding mall to and o ect for u e children

2 In addition to the re uirement contained within u ection 1 a ove all la thing e ui ment material and furni hing ded rovi a acilit for u e children under the age of three ear hall:

a e large enough that the cannot e allo ed

ot have mall art that ma loo and fall off uch a utton on tuffed animal and

c Com l ith federal and regarding mil to and o ect for u e our children

All la e ui ment e con tructed and in talled to en ure it afe u e all enrolled children *e.g.* height hall not e e ce ive for aint and toddler the e ui ment hall not e a ential ource of entra ment There hall e no inch cru h or hear oint on or underneath e uch ment that ma e acce i le children

The acilit hall re re air or di card all furniture e ent and material that are not u a le due to rea age to ha ardou condition

ro ectile to hall e rohi ited

Tric cle and other riding to rovided a acilit hall e teera le a ro riate the age and i e of children enrolled and hall not contain o e

7 The acilit hall ma tric cle and other riding to in good condition free of har edge or rotru ion that ma ure children hen not in u euch to hall e tored in a lace here the ill not re ent ical o tacle to children and taff

The acilit hall u e onlo ion art t and craf material

lectrical outlet hich are not in u are and ithin the reach of children hall e fitted ith a ro riate child roof tective rece tacle clo ure that meet the nder riter a oratorie Inc tandard for afe ece tacle Clo ure 22

1 The acilit hall not u e ace uhe ater it ha received elicit a roval in riting from an official of the e artment of Con umer and gulator Affair and or the e artment of ire and mergenc Medical ervice

11 The acilit hall ure that no firearm or other ae on are on the acilit remi e ith the e ce tion of tho e in the o ion and control of med ecurit guard authori ed to rotect the acilit remi e

12 The acilit mail tain ade uate torage for la and teaching e ui ment u lie record and child o e ion and clothing

1 The acilit en hall re that all to and other o ect urface that are li el to e mouthed children are ati ed dail ith a actial di infectant olution

1 All cleaning and aniti ing u lie u to ance aint oi on aero ol contain and other item earing arning la el hall e afe tored the acilit and hall e e t inacce i le to the children at all time

1 The acilit hall ensure that all a liance har uten nd ll other dangerou device are e t inacce i le to the child at all time To the e nt that an firearm or other ea on ma e la full ermitted on the acilit remi e the acilihall en ure that all uch ea on are e t inacce le to the children at all time

1 The acilit hall eective covering on all electrical fan and hall en ure that fan are laced o that the ill not ea to il le or ti over e Th acilit hall en ure that fan are e t out of reach of the children hen in u e

17 The u e of infant al er cri g m tac ed cri and la en hall e rohi ited

364 PETS AND ANIMALS

1 In the event that a Child evelo ment cilita ermit animal the remi e it hall com l ith the follo ing re uirement :

a The acilit hall adhere to all local ordinance governing the ee ing and maintenance of animal

The acilit hall advi e the arent guardian of the enrolled children of the re ence of animal

c The acilit hall en ure that all or animal ermitted on the remi e are in good health ho no evidence of carr ing di ea e are friendl to ard children and do not re ent a threat to the hea h afet and ell eing of children

d The acilit hall maintain all animor et in a vi i l clean manner

e The acilit hall i olate an et or animal ho ing evidence of di g.ea e diarrhea in infection evere loa of ite eight lo letharg or an unu ual ehavior or mm to The acilit hall en ure that an animal u ected of eing ill i rom tl e amined a licen ed veterinarian

f The acilit hall maintain on a dit remi e roof of current com liance ith all a lica le vaccination re uirement

g The acilit hall rohi it the re ence of an animal or et ho e ecie i common carrier of ra ie ithout ecific roof that the animal ha een vaccinated again t that di ea e

h All et re tile hall e e t inacce i le to children

i The acilit hall en that are no animal animal litte o animal on cage i ermitted in an area here food i tored ared or erved and

In the event that an animal ite ilalcand the child i in ro en the acilit hall immediatel notif the child arent or guardian and the e artn of ealth and hall re ort it an unu ual incident ur uant toection 22 of thi Cha ter

365 **COTS, CRIBS, AND INFANT PLAY**

1 ach child enrolled in a full da rogram Child evelo ment acilit child develo ment rogram hall e rovided the acilit ith an individual cri or cot along ith a lan et rovided either the child fam or the acilit

2 The acilit hall lace cri cot a at lea t t o 2 feet a art from ch ether and at lea t t o 2 feet from all indo and radiat hen in u e Thi ace hall e mea ured on all ide each cri or cot

The acilit lahall each cri or cot ith the name of the child to hom it i a igned

The acilit ma uonl cri and cot that meet thtandard e ta li hed the Con umer roduct afet Commi ion

The acilit hallren that children do not hare edding

The acilit hallde each cri ith afirm fitted mattre covered ith a fitted heet

7 All cot hall have covering that ear to clean and nona or ent

The acilit hall en ure that no childee on a are uncovered urface

The acilit hall ethatureea onall a rote covering uch a heet or lan et that are ufficient to maintain ade uate ranth are availa le and rovided to children a needed

1 The acilit hall en ure that illo are not rovided to or u ed infant

11 The acilit hall enthatur cri cot and edding are e t clean and ar at all time

12 The acilit hallrenthat a acilit ffamem er remove each infant from hi or her cri for all feeding and that no infai fed mean of a ro ed ottle

1 The acilit hallrethatu each infant i allo ed to afel and comfortal it cra l toddle or al and to la according to hi her tage of develo ment in a de ignated la ace a art from the infant lee ing uarter during each da

1 The acilit hall ufficien t arate cot and cri area from la ace o a to revent acce to lee ing area children at la

366 ROOFTOP PLAY SPACE

1 If a Child evelo ment acilit choo e to utili e a roofto la ace the acilit enclo e the roofto la ace ith a fence at lea t i feet high and de igned to di courage clim ing

2 The acilit hall ovide a fire e ca e hich leads from the roofto la ace to an o en ace at the ground level of the acilit remi e and for hich the acilit ha received ritten a roval from the e artment of Con umer and egulator Affair or the e artment of ire and mergenc Medical ervice

efore a acilit mi i e a roofto la ace the acilit hall o tain ritten certification from a licen ed tructural engineer that the additional load re ented the children taff and la e ui ment on the roof i ithin the load ca acit of the uildi tructure

efore a acilit mi i e a roofto la ace the acilit hall o tain ritten certification from a licen ed indu trial or civil engineer of the afet of the fence and hall u mit thi certification to the irector

ach acilit utili ing a roof la ace hall ea t annuall : 1 o tain an annual in ection of the fence around the la ace a licen ed indu trial or civil engineer 2 o tain a ritten certification from the in ecting engineer of the afet of the fence and u mit thi certification to the irector

ach acilit utili ing a roofto la ace hall undergo and a an annual afe in ection of the ace the e artment of ire and mergenc Medical ervice

7 ach acilit utili ing a roof la ace hall o t ace each current certification and or afet re ort ne t to the acilit ceh i e in a con icuou location on the acilit remi e

367 SAFETY REQUIREMENTS FOR OUTDOOR PLAY SPACE AND EQUIPMENT IN ENCLOSED YARDS ON FACILITY PREMISES

7 1 ach Child evelo ment ilitac utili ing an outdoor la ace on the acilit remi e hall enclo e the outdoor la ace ith a fence or natural arrier hich hall e at le four feet high ith a ace no larger th 1 2 inche en itee ottom edge and the ground and de igned to di courage clim ing

7 2 The acilit hall derovi lea t t o e it from each outdoor la ace at lea t one of the e e it hall e remote from the acilit uilding

7 The acilit hall ure that all outdoor gate have o itive elatching clo ure mechani m that hall e at lea t four and half 1 2 off the ground and or con tructed in a manner that the cannot e o ened a re chool age child

7 The acilit hall ren that the de ign con tructio main tallation of all outdoor la e ui ment i con i tent the guideline u li hed the Con umer roduct afet Commi ion in it and oo u fdic la ground afe and ith the tandard e ta li hed the Americ ociet for Te ting and Material

7 The Center irector Caregiver or de ignate acilit taff all conduct a dail in ection of each outdoor la ace The ection hall include at a minimum an in ection of the ace it and of each iece of e ui ent for o viou ha ard and the removal of all tra h de ri ro en gla and other for or ha ardou material

7 ach acilit erving e t chool and chool age child re hall e arate the outdoor la ace u ed infant toddler and re rechoolchild la ace u ed chool age children The e aratio ln e accom li hed o a not to limit the activitie of ether age grou

7 7 The acilit hall ren that all urface are a eneath and in the fall one of clim ing e ui ment lide ing and imilar e ui ment are covered in re ilient material th de igned to a or fall

7 The acilit hall ent that all outdoor e ui ment i ecurel anc ored and in talled o a to revent ti ing or colla ing

7 The acilit hall ent that all outdoor la e ui ment free of inch cru h or hear oint on all urface that are or e acce i to children

7 1 The acilit hall derovi ing eat onc tructed of dura le light eight relativel lia le material

7 11 The acilit hall not rovide oline ith the e con tif mall tram oline that have um ing urface no higher than t elve 12 inche off the ground If a acilit choo e to rovide uch tram line o the acilit ll ha ure that all tram oline la i clo el u ervi ed and that children do not have un u ervi ed acce to an tram oline

7 12 The acilit hall main tain outdoor and o e and la ea ar containing and in a afe and anitar condition

7 1 In addition to the dail in ection red under u ection 7 The Center irector Caregiver or de ignated acilit taff all thoroughl in ect each iece of la ground e ui ment at lea t month for the follo ing ha ard :

a i i le crac ing endinging a ru ting or rea ing

eformation of o en hoo hac le ring lin and the li e

c orn ing hanger and chain

d Mi ing damaged or loo e ing eat

e ro en u ort or anchor

f o ed edac loo e cement u ort footing

g o ed tu ing end re thatire lug or ca cover

h Acce i le har edge or oint

i rotruding olt end thatuire ca or cover

oo e olt nut or thatre uire tightening

lintered crac edher i e deteriorating ood

l Moving art in need of lu rication

m orn earing or otheorn mechanical art

n ro en or mi ing raile rung or eat

o orn or cattered urfacing material

o ed hard urfaceciall e under ing and lide

Chi ed and or eeling aint

r inch or cru h oint and

o ed mechani m re unactd moving com onent

7 1 The acilit hall recacd monthl in ection ofla ground e ui ment hall maintain thi record and hall ent it to the irector u on re ue t

7 1 If an ha ard li ted in thi ectionadior not erved the acilit hall immediatel correct the ha ardou condition or hall remove the iece of e ui ment from u e until it i corrected

7 1 The acilit hall ren that u no la n mo er hedge cli er r hea and other imilar item are u ed or tored ool ed in an outdoor la ace hen children are re ent

368 SWIMMING AND WATER SAFETY

1 efore an enrolled child ma e ermitted to im or other i e artici ate in an activit ta ing lace in ate o 2 or more feet ide th the Child evelo ment acilit hall o tain ritten ermi ion fro child arent or guardian The ritten ermi ion hall e igned and dated and hall include the follo ing:

a The child name

A tatement indicating ether the child i a imme or a non immer and

c A tatement indicating that the arent or guardian grant ermi ion f child to artici ate in ater activitie

2 If a acilit re ion tain a imming ool other od of ter t o 2 or more feet in de th the acilit all enclo e the ool or od of ater ehind a ecure fence of at lea t four feet in hei and hall en ure that the area containing the ool or od of ater i inacce i le to children at all time unle ualified adult are re ent and u ervi ing the children

If a acilit choo e to utili e one or more ading e ool acilit th hall en ure that uch ool are filtered em tied and drai ed da and that uch ool are tored in a location that i inacce i le to the enrolled children

If a acilit choo e engage in a field tri to a imming ite uch a a u lic or rivate imming ool la e or river acilit hall accom an and u ervi e the children at all time even hen a lifeguard i re ent

The acilit hall en ure that imming ite utili ed the acilit that i at a location other than ithin the acilit remi e i a roved and u ervi ed the a ro riate local authoritie

At lea t one adult ce tifie mergenc ater afet and ir t Aid and C for children hall e in tendance at all time hen children are imming

7 The acilit hall ren that all activitie of children ta ing la in ater t o 2 or more feet in de th are u ervi ed at lea t one adult cu ren certified a a lifeguard or ater afet in tructor the American Cro or an e uivalent ater afet in truction and te ting rogram

In addition to the re uirement contained in ection the acilit hall com l ith the adult child ratio and re uirement for u ervi ion of children contained in ection of thi Cha ter

369 EMERGENCY PREPAREDNESS AND FIRST AID

1 ach Child evelo menti litac hall have all time on the remi e and readil availa le to admini ter aid at lea t o 2 taff mem er ho o e current certification in ir t Aid and C for children and th revention recognition and management of communica le di ea e or ho have ato rifa com leted cour e a roved the irector in all of the a ove di ci line e ce t that in a Child evelo ment ome herein there are t o 2 or fe er Caregiver each Caregiver and hi or her u titute hall o e the a ove mentioned ualification

2 ach acilit hall ontainhall maintain on theacilit remi e a ufficient uantit of fir t aid u lie to meet thi it ac rea ona l e ected need a ed o the i e of the acilit the age and develo mental a ilitie of the enrolled children an the acilit rogram of activitie The acilhall maintain the e u lie in a de ignated location that i readil availa le to taff and ce i le to the children

ach acilit hall le thev follo ing item amongit fir t aid u lie :

a ne 1 roll of one half inch lno 2 allergen aidhe ive ta e

ne 1 roll of t o i 2 nch gau e roller andage

c Ten 1 individual-a ed terile gau e re uain a orted i e

d T ent fi 2 ve adhe ive e.g and aid com re e in a orted i e

e Three clean cotton elo or heeting iece no imatel t ent four thirt i inche 2 each

f ne 1 air of ci or

g afet in in a orted i e

h ne 1 fla hlight

i ne 1 thermometer

ne 1 mea uring ta oon or do ing oon

ne 1 air of t ee er

l ne third cu l o dered mil for dental fi t aid for mi ing to ma e a li uid olution

m A current ir t Aid te t u li hed American Academ of ediatric or the American ed Cro or an evaluint communit fir t aid guide

n The tele hone num er the local oi on Control Center

o u ing alcohol and alcohol a

Cotton all

ne l ice on gel ac

r i uid aniti er

i o a le nona or ent glove

t All item needed for di o al of lood orne athogen

u ritten acilit rotocol for tandard recaution and treatment of in urie and

v ne a valve for infant erved oung children and adult

The acilit hall in tact and ventor of it fir t aid lie at lea t ee l and hall:

a emove and re lace teriu lie if the ac age haeen o ened or damaged or if the e iration date on the ac age ha een reached and

e lace all u lie a the eane or if the ecome damaged

ach acilit hall maintain t one orta le and com te fir t aid it and hall en ure that uch a it i ta en along acilit taff on each outing and hen children under the care and u ervi ion of th acilit are ing tran orted

The acilit hall ecth at lea t one er on currentl certified in ir t Aid and C for children i re ent henever one or more children are ta en on an outing or other i e tran orted a a from the acilit

7 ach acilit hall conduct ractice evacuation drill in accordance ith guideline and or regulation ado ted the e artment of ire and mergenc Medical ervice The drill hall include all grou of children and all acilit taff and hall e conducted at lea t ever t o 2 month at var ing times during the rogram da The acilit hall document on a form a roved the irector the date time and duration of each uch evacuation drill the num er of children and taff arti i ating and the eather condition

ach acilit hall develo and im lement ecific rocedure for the afe and rom t evacuation of infant toddle and non am ulator children

ach acilit hall devel itten emergenc contingenc lan and ocedure to e follo ed in ca e of fire natural or man made di a ter lo of o er heat or ater ervice un afe indoor tem erature and an other dangerous environmental condition The e hall include rocedures for evacuation a ell a fo heltering in lace a deemed a ro riate or a directed authori ed government official

1 ach acilit hall rovide each acilit uilding lea t one or ing non a tationar tele hone ace i le to taff

370 HANDLING DIAPERS, TRAINING PANTS AND TOYS

7 1 ach Child evelo ment acilit hall locate it dia er changing area o that it i in clo e ro imit to a ource of arm running ater and oa and at th i not in or near the acilit itchen and eating area

7 2 ach acilit hall tore oiled dia er and training ant in de ignated and la eled container e arate from all other a te including oiled clothe and linen The acilit hall rovide a a ha le la dic ight l covered rece tacle hich can e o erated a foot dal ithin arm reach of each dia er changing ta le for the di o al of oiled dia er

7 o acilit ma u e cloth di for an child unle it ha tained a ritten tatement ith u orting documentation from articular child hi are or guardian that cloth dia er are re uired the ecial medical circum tance of that child

7 The acilit hall ovide one or more dia er changing area that ha urface made of non orou material

7 The acilit hall ure that for each dia er changing area the dia er changing urface i cleaned and aniti ed ith a leach tion uor other a ro riate germicide after each dia er change

7 The acilit hall en ure that the loach ion or germicide u ed for cleaning and aniti ing the dia er changing urface i e t inacce i le to the enrolled children at al time

7 7 The acilit hall ovide r an area for the torage of clean dia er and training ant hich i clean and de ignated e clu ivel that u e ith the e ce tion that the clean dia er and training ant tor e area and the torage area for enrolled children clean clothe ma e com ined

7 The acilit hall tore and or e of oiled dia era erding material and training ant a follo :

a Cloth dia er training or clothing that are oil e ith fecal matter and are to e ent home ith a child hall e rin ed at the cilit at a location here food re aration doe not occur or hall e laced directl to a la tic container that i ealed tightl and hall tored a a from the re t of the child elonging and out of reach of all children until ent home ith the child at the end of the da

Cloth dia er training or clothing that are oil e ith fecal matter and are to e laundered the ilit hall e laced in a non oro covered container containing an a ro riate germicidal olution until laundered

c Cloth dia er training or clothing that are oil e ith fecal matter and are to e either laundered the acilit or ent home ith a child for laundering ma e held for laundering no longer than one da

d oiled di o a le dia er and training hall e laced a la tic lined covered container that hall e em tied cleaned and aniti ed ith an a ro riate germicidal agent at lea t dail

e oiled di o a le dia er and training ant halldi e carded at lea t dail

f The acilit hall en ure that onl di o a le dia ering material including i e and changing ad are u ed ce t a rovided further herein and that each uch di o a le item i di carded after one u e in the container u ed for the di card of oiled di o a le dia er cri le ed in u ection d

g In the ca e of emergenc or if l medical circum tance are documented in accordance ith thi ction a acilit ma u e a ha le cloth dia ering material If cloth material are u ed the acilit hall en ure that each uch material i u ed onl once and then tored in the manner re uired for cloth dia er de cri ed in thi ection and

h The acilit hall en ure that taff wear di o a le glove hen changing dia er and training ant or hen a i ting childremove oiled clothing and that a ne air of glove i orn for the dia ering of or a i tance ith each ucce ive child

7 The acilit hall ren that an to that i mouthed rom tl removed from the la area aniti ed ith an a ro riate germicide and air dried efore it i returned to the la area

7 1 The acilit hall ren that an to that ecome iled ith lood tool urine or vomit i immediatel remove and aniti ed ith an ro riate germicide

371 HAND WASHING PRACTICES

71 1 ach Child evelo ment acilit hall e ta lin hian lement a ritten olic regarding hand a hing hich dre e the follo ing area :

a hen hand a hing i re ired for taff and for children

ecific hand a hing rocedure and

c ngoing monitoring the Center irector or Caregiver to a ure that ro er hand a hing rocedure are follo ed

71 2 ach acilit hall en ure that all taff a h their hand at the follo ing time :

a efore eating ndring or handling food

efore handling clean uten il or e ui ment

c efore and after a i ting or ring a child in feeding or in toileting

d After er onal toileting

e After contact ith od ecretion *e.g* lood urine tool mucu aliva c drainage from ound

f After handling oiled dir clothe e ui ment tmal ad or tam on

g After removing di o a le glove and

h After caring for a ic child

71 ach acilit hall rovide di oa and cloth to el di a le to el or an air hand dr er at each hand ahing area at all time

71 The acilit hall ensure that each child a h hi or her hand :

a efore the child eat

efore the child artici ate in food related activitie and

c After the child toileting

372 FOOD AND NUTRITION REQUIREMENTS

72 1 ach Child evelo ment ilitc hall en ure that it mnlad menu and the food that are actuall erved the acilit are: varied uita le to the age and develo mental level of the children and con i tent ith the meal attere uirement ecified the nited tate e artment of Agriculture Child and Adu Care ood rogram

72 2 ach Child evelo ment Center hall have at lea t one taff mem er re ent at all time hen meal are eing e r ared or erved ho i certifid a a ood rotection Manager in accordance ith the i trict of Colum ia ood Code Title 2 of the i trict of Colum ia Munici al egulation In order toalif under thi ection the taff mem er mu t have a valid and cuirent certification including hotogra hic identification

72 ach Child vedo ment acilit hall en ure that food i rotected and tored a re uired the i trict of Colum ia ood Code Title 2 of the i trict of Colum ia Munici al egulation

72 ach acilit hall re ue t and hall o tain if a lidevalet information regarding dietar re triction and foodllergie for each enrolled child u on the child admi ion to the acilit and child a hall record thi information in the child file

72 At lea t annuall the acilit hall re ue t and ifall o tain le u dated information regarding each enrolled child dietar re ctin and food allergie

72 The acilit hall enthat all taff re on i le for food re aration and di tri ution are informed in riting of an dietar triction food allergie or other ecial dietar re uirement that concern an children enrolled at the acilit

72 7 If a acilit erfood rovided the arent or guardian of the enrolled children the acilit hall e ta li h and im lement ritten olicie and rocedure to e follo ed if the foodrovided the arent or guardian doe not meet the re uirement ecified in thi ection

72 ach acilit hall mainain one 1 da u l enif ha le and a three da u l of ta ateall time

72 The acilit hall enthat are o dered mil or recon tituted eva orated mil i not erved a a u tifu fluid mil for drin ing o dered mil or recon tituted eva orated mil ma e u ed for coo ing

72 1 The acilit hall enthat are taff re on i ilitic concerning food re aration and ervice do not reduce the adult child ratio for taff activel u ervi ing children elo the level ecified in thi Cha ter or interfere ith the im lementation of the acilit rogram of activitie

72 11 The acilit hall ure that no er on i involved food re aration or ervice or other i e or in the food re aration and or ervice if that er on ho ign or m tom of illnc luding vomiting diarrhea or uncovered infectiou in ore or if that ier actu all or li el infected ith an acterium or viru that can e carried in food

72 12 A acilit ma onl e ar v ecial thera eutic diet to a child u on the ritten in truction of the child licen ed health care ractitioner

373 MENUS, MEALS AND SERVICE

7 1 ach Child evelo men acilit hall en ure that it dail menu conform to the current nited tate e artment of Agriculture diet recommendation for ugar alt and fat inta e

7 2 ach acilit hall lan and o t menu for all food erved including nac a modif the menu a nece tor reflect food actuall erved The acilit hall maintain the menu on file at the acilit remi e for lea t i month

7 The acilit hall ure that a ro rial timed meal and an that meet the nutritional re uirement of the child are erved to each child according to the follo ing chedule a ed on the num er of hour a child i re ent at the acilit :

a T o 2 to four hour child receive one 1 nac

our to i hour receive child one 1 meal and one 1 nac

c even 7 to eleven hour 1 child receive t o 2 meal and one 1 nac or t o 2 nac and one al me ending on the time of arrival of the child and

d T elve 12 hour or more child receive three meal and t o 2 nac

374 **REQUIREMENTS FOR INFANT FORMULA AND FEEDING**

7 1 ach Child evelo mentacilit hall comh ith the follo ing re uirement concerning infant formula and feeding:

a ach feeding ottle for an infant or toddler hall e la eled ith the name of the child to hom it elong

ach ottle of mil or formula hall e la eled ith the date of re aration and refrigerated at thirt five to fort degree ahrenheit

c ach o en containerefid to feed or concentrated formula hall e u ed for onl one child and halle la eled ith that child fir t andlame and the date on hich the container i o ened

d All infant formula given to a child hall e re ared according to ritten in truction o tained fromth arent or guardian that ofild or from the child licen ed health care ractitioner

e All ottle and formulae aration e ui mten hall e a hedith hot ater and detergent

f ach ottle of recon tituted concentrated or o dered formula hall e refrigerated immediatel afer it re aration or immediatel u on it arrival at the acilit if it i re ared and rought to the acilit the child arent or guardian and ma e held for feeding foo longer than t ent four 2 hour

g ach ottle of commerciall re ared read to feed formula hall e refrigerat rom tl after it i o ened

h All unu ed formula hall e di carded

i ach ottle or container of remil t rovided for a child the arent or guardian of that child hall e la eled ith the child fir t and la t name and the date of recei t and refrigerated immediatel u on it arrival at the acilit

luid rea t mil mula held for feeding for no more than t ent four 2 hour and fro en rea t mula e held in a fro en tate for no more than t o 2 month

The acilit hall rovide or re uirarthe or guardian of each infant to rovide a ufficient u lcommerciall re ared formula o that the child ill e ade uatel fed in ca e of emergenc

l ach child ho i too oung or othie e develo mentall una le to u e a feeding chair or other a ro riate eating aratu hall e held hile eing fed

m ach child ho i too oung too ormallher i e develo mentall una le to hold hi or her ottle hile feeding hall e held hile eing fed

n o child ma e laced in a crith a ottle for feeding nor ma a ottle e ro ed u to feed a child and

o The acilit hall rovide a comforta le and ecluded location on ite in hich mother can rea t dfeheir children

375 REQUIREMENTS FOR INFANT SOLID FOOD

7 1 ach Child evelo mentacilit hall comh ith the follo ing re uirement concerning infant olid food:

a ach olid food rovided to an infanthall e ervedccording to ritten in truction hich ecif the amountnd t e oodfand feeding time that are re ue ted and o tained thecilitn from the arent or guardian c that child or from the child licen ed health care ractitioner

ach container of infant food that irovided to the acilit the arent or guardian of a child forcdeing to that child hall e la eled ith the child fir t and la t name and the date of recei t

c ach container of infant food hallrefrigerated immediatel u on it arrival at the acilit ith the e ctcion of uno ened containerof commerciall re ared ottled or canned food thatma e tored at roomem erature until o ened

d The uneaten ortion of an container of infafood hall e immediatel refrigerated and ma not hcld for further con um tion for longer than t o 2 da and

e If the acilit fail to o tain ade uate ritten feeding in truction from the arent or guardian of a archild the acilit hall erve the infant rea t mil formand or food in ufficient amount to meet the current ecommended ietar Allo ance A or ietar eference Inta e I a ecilfied ood and utrition oard of the In titute of Medicine ational Academ of cience

376 REQUIREMENTS FOR INFANT SLEEP AND PLAY POSITIONS (PRECAUTIONS AGAINST SIDS)

7 1 ach acilit that rovide care for one or more infant hall com l ith the follo ing re uirement ith regard to infant lee and la o ition :

a nle other i e ordered ician or other ualifed health care ractitioner each infant hall aced on hi or her ac for lee ing

ach infant hall e laced on hier ortomach for ome art of the time during hich he or hei a a e and o erved

c o o itioning device hall e u ed to re trict the movement of an infant unle uch device i ordered a h ician or otherualified health care ractitioner

d o oft material or o ect uch a illo uilt comforter hee in and tuffed to hall e ermitted in an infant lee environment

e If um er ad u ared in an infant crihe hall e thin firm ell ecured and not idl li e and the hall not laced under a lee ing infant and

f o infant hall e ut to lea orfa oft mattre ater ed chair cu hion or other oft urface

7 2 ach acilit hall com l ith the late t recommendation of the American Academ of ediatric ith regard toreducing the ri of udden Infant eath ndrome to the e tent if an thatch recommendation made after the effective date of the e rule differ ignificant arfrom the re uirement contained in u ection 7 1

377 ADMINISTRATION OF MEDICATION

77 1 o Child evelo ment acilitma rovide medicineor treatment ith the e ce tion of emergenc fir t aid to an child unle the acilit ha o tained a ritten medical ord or re cri tion from the child licen edhealthcare ractitioner and the ritten con ent of the child arent or guardian

77 2 The acilit hall en thatare each medication ordered or re cri ed maintained the acilit in it original container and clearla eled ith the nameof the child for hom it ha een ordered or re i ced the name of the medicine the do age the method of admini tration and the nameand tele hone num er of the child licen ed health care ractitioner

77 The acilit ma not admini ant medication for an ord e ond the da e indicated on the medical order or re cri tion

77 The acilit hall maintain medication log on a form a roved the irector on hich the acilit hall record the date time of la medication medication do age method of admini tration and the name of the er on admini tering the medication each time an medication i admini tered to a child

77 The acilit hall maintain the record ertaining to the admini tration of each medication to each child on file for a eriod of at lea t three ear after the admini tration of aid medication including the ritten in truction and authori tion of the licen ed health care ractitioner the ritten in truction and authori ation of the arent or guardian and the medication log entrie com leted the acilit The acilit hall ma e the record availa le for revie the irector u on re ue t

77 The acilit hall ensure that each medication re uiring refrigeration i maintained at a tem erature et een thirt four and fort degree hrenheit and that all refrigerated medication are e t in a cate a torage container ithin the acilit refrigerator o a to revent otential cro contamination ith food

77 7 or each child for hom medication i admini tered at the acilit the acilit hall o tain from the arent or guardian of the child in riting each da a tatement indicating hen the la t do e a admini tered dor to the child arrival at the acilit and the acilit hall add thi information to the medication log

77 In ca e of an emergenc involving actual or otential oi oning the acilit ma admini ter emergenc treatment ithout reviou ritten intruction a directed an authori ed oi on control center

77 The acilit ma admini ter re cri tion to ical ointment including un loc etroleum ell and dia er ointment a child u on o taining the ermi ion of the child arent or guardian

77 1 The acilit hall maintain each re cri tion to ical ointment in it original container and hall admini ter each uch ointment in accordance ith the manufacturer in truction

77 11 A acilit that rovide out of chool time care to chool age children ma ermit a chool age child to admini ter his or her o n medication under the direct u ervi ion of a taff mem er u on recei t of ritten authori ation for the child elf admini tration of the medication from the child arent or guardian

7712 A acilit that rovidut of chool time care to chagd children ma ermit a chool age child ith a thmacarr hi or her o n inlr and to elf admini ter medication from it a needed and ma ermichild ith a chronic illne or di a ilit to elf te t for the a ro riate medical indicator and to inilf tadme dication a needed u on recei t of ritten authori ation from the child licen ed health care ractitioner and ritten con ent from the child arent or guardian In each ca e the acilit hall en ure that all meaff er are informed of the fact that the articular child i ermitted to elf te t and or to elf admini ter hi or her medicatior

378 TRANSPORTATION REQUIREMENTS

71 ach Child evelo meacilit that o n orate or maitain one or more motor vehicle u ed for tran orting children hall cbm ith all a lica le federal and i trict of Colum ia la and regulion governing the maintenace and o eration of motor vehicle and the tran ortation of children

72 ach acilit that enter into a cotrath another entit for the rovi ion of tran ortation ervice hall o tain a igtedtation from the contractor entit that the tran ortation ervice com lie ith the re uirement of thi anditioith all other a lica le la and regulati ertaining to the rovi ion of tran ortation ervice

7 ach acilit hall e ta li h and im lementolicicedure intended to en ure the afe tran ortation of chilh including olicie and edure for the training and monitoring of all taff re on i le for the tran ortation of enrolled children

7 The acilit tran on ordicie and roceder hall addre alative tran ortation mean to e em lo ed if the acilit rimar vehicle rea do n or i other i e unavaila le for u e

7 efore an child ma e trarted hile under theare of the acilit the acilit hall o tain ritten and igned ermi ion from the child arent or guardian

7 ach acilit that o n o erate or mainone or more motor vehicle u ed for tran orting children hall la eal uch vehicle ith the name and hone mu er of the acilit

77 ach acilit that o n rateo or maintain one or more motovehicle u ed for tran orting children hall maintain roof of current motor vehicle inrance coverage for each uch vehicle oth on the acilit remi e and in ide the vehicle

7 ach acilit that o n rateo or maintain one or more motovehicle u ed for tran orting children hall en ure that onlicen ed driver ho are covered the acilit in urance olic o erate an uch vehicle hen tran orting enrolled children

7 ach acilit hall imated notif the irector of an traffic accident involving children eing tran orted hile under the care of the acilit The acilit hall al o u mit a ritten re ort to the irector on a form a roved him or her ithin t ent four 2 hour of the accident and hall include a co of the core re ort regarding the accident if availa le acilitie that i ratie in the Child Care u id rogram hall al o notif the e artment of uman ice a re uired u ection 22 1 f a 22 2 of thi Cha ter

7 1 ach acilit that o n rate o or maintain one or more motor vehicle u ed for tran orting children hall en ure that each uch vehicle i maintained in a clean and mechanicall afe condition verified a current in ecti tic er from the i trict of Colum ia e artment of Motor ehicle or the e uivalent agenc in another tate and the acilit o n maintenance record

7 11 ach Child evelo ment acilit that o n rate or maintain one or more motor vehicle u ed for tran orting children hall maintain in ection and re air record for eac uch vehicle on file for at lea t t elve 12 month from the date of each in ection or re air A er on or entit that o erate multi le Child evelo ment acilitie ma maintain all uch record in a ingle admini trative office

7 12 The acilit hall rent that no taff mem er ho ha een convicted of riving hile Into icated I riving der the Influence of Alcohol or rug I or the e uivalent ithin the reviou three ear tran ort motor vehicle an children enrolled at the acilit The acilit hall al o add in a lement a olic rohi iting an other er on including a arent guardian or volunteer ho ha een convicted of riving hile Into icated I riving nder the Influence of Alcohol or rug I or the e uivale ithin the reviou three ear from tran orting motor vehicle children enrolled at the facilit and hall advi e all arent guardian and volunteer of thi olic in riting

7 1 If the rimar driver identified a acilit ecome unavailable acilit hall identif and utili e a u titute driver ho meet the re uirement of thi ection

7 1 The acilit hall rent that no driver mo e ear head hone e a cellular hone or ear ear hone hile tran orting enrolled children

7 1 The acilit hall ure that each child tran orted in a er onal motor vehicle hile under the care of the acilit i ro erl re trained in an aroved child afe re traint tem and or a eat elt a re uired lica le i trict of Colum ia la and regulation The acilit hall al o en ure that: each child under three ear of age i ro erl re trained in a child traint eat each child under eight ear of age i ro erl eated in an in ta lie fant converti le toddler or oo ter child afet eat according to the manufacturer in truction and each oo ter eat i u ed ith oth la and houlder elt

7 1 The acilit hall ren that u no child or taff mem er tand or it on the floor of a vehicle hile the vehicle i in motion and ath no child i held on another er on la hile the vehicle i in motion

7 17 The acilit hall ent that a all vehicle door remain loc ed at all time e ce t hen taff and or children are oarding r de arting the vehicle

7 1 The acilit hall en ure th hild do i left unattended in a vehicle at an time

7 1 The acilit hall mai tain a fe vehicle loading and un oading area for children on or ad acent to the acilit remi e

7 2 The acilit hall en ure that identific ation ecurel attached the er on of each child arti i ating on a field tri and that the identification contain the acilit name addre tele hone num er and mergenc contact tele hone num er f a lica le

7 21 The acilit hall en ure that the fol g item are re ent in each vehicle hen tran orting children on field tr or other routine tri :

a A fir t aid it that meet re uire ecified in ection of thi Cha ter

A or ing fire e tingui her

c A u l of drin ing ater ufficient for all hildr en in the vehicle

d A minimum of t o 2 lar an to el or lan et

e mergenc contact information and tele hone num er th f arent or guardian for eac h in the vehicle

f A co of the ign mergenc Medical Treatmen Authori ation form a re uired ection 2 of thi Cha for each child in the vehicle

g A cellular hone or a t o a radio

h A or ing fla hlight and

i In the ca e of u e van or ot vehicle a foot too le uivalent aid ufficient to ena le mall children to afel oard and di em ar from the vehicle

7 22 The acilit hall en that at lea t one aff mem er trained and currentl certified in ir t Aid and C for children i re ir in each vehicle hen children are eing tran orted

7 2 hen a child ith ecial need i eing tran orted in h air hile under the care of a Child evelo ment acilit the acilit hall com l ith the follo ing additional afet re uirement :

a The vehicle hall e e ui ith a or ing heelchair lift

The child heelchair hall e ed in the motor vehicle u ing a minimum of four anchorage attached to the floor of the vehicle nd four ecuring device uch a tra or e ha that uc le nd fa tener hich attach the heelchair to the anchorage

c The child hall e ecured in the heelchair mean of a heelchair re traint that contain a com ination of elvic and er od elt and

d The child heelchair all he laced in a o ition in the vehicle that neither revent acce to the child nor a age from front and rear of the motor vehicle

379 CHILDREN WITH SPECIAL NEEDS

7 1 ach Child evelo men acilit that erve one or more children ith ecial need including infant toddler re chool age children and chool age children hall com l ith the ecif additional re uirement of thi ection

7 2 on the admi ion of a child ith a ecial need or u on the identification of a e need in an enrolled child the acilit hall om tl o tain informed ritten con ent from the arent or guardian of the chil the im lementation of an treatment or rotocol ordered the child licen ed health care ractitioner

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399 DEFINITIONS

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DEPARTMENT OF HEALTH

NOTICE OF FINAL RULEMAKING

The irector of the e artment of ealth ur uant to the authorit et forth in An Act to ena le the i trict of Colum ia to receive federal financial a i tance under Title I of the ocial ecurit Act for a medical a i tance rogram for other ur o e a roved ecem er 27 1 7 1 tat 7 C fficial Code 1 7 2 eorgani ation lan o 1 of and Ma or rder 2 7 dated e ruar 1 1 7 here give notice of the do tion of the follo ing ne ection and 1 of Cha ter of Title 2 of the i trict of Colum ia Munici al egulation CM entitled a ment for e erved ed

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950 PAYMENT FOR RESERVED BEDS

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951 MONTHLY REPORTING REQUIREMENTS FOR RESERVED BED DAYS

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951.99 DEFINITIONS

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ENROLLED ORIGINAL

AN ACT

Codification District of Columbia Official Code

2001 Edition

2008 Fall Supp.

West Group Publisher

IN THE COUNCIL OF THE DISTRICT OF COLUMBIA

To provide that the Office of the State Superintendent of Education shall administer the pre-kindergarten education system, to require the Mayor to submit to the Council for its approval a plan to evaluate pre-kindergarten programs, including the name of a proposed independent evaluator, to require the Mayor to submit to the Council a capacity audit of pre-kindergarten programs each year, to require the Mayor to submit to the Council an annual report on the status of pre-kindergarten education, to require the Office of the State Superintendent of Education to establish high-quality standards that all pre-kindergarten programs are required to meet by year 2014, to require each existing pre-kindergarten program to complete an audit by a time certain to determine its standing in relation to the required high-quality standards, to require the Office of the State Superintendent of Education to establish and administer a 5-year grant program to assist pre-kindergarten programs in meeting the required high-quality standards, to establish the Pre-k Program Assistance Grant Fund, to require the Mayor to submit an annual report on the grant program, to require the Office of the State Superintendent of Education to evaluate the existing capacity of pre-kindergarten education and to establish a 5-year strategic expansion plan to make pre-kindergarten universally available, to establish eligibility and priority criteria for enrollment in pre-kindergarten, to require the Office of the State Superintendent of Education to establish a Higher Education Incentive grant program, to authorize a scholarship program to increase the number of teachers and assistant teachers in pre-kindergarten education, and to require the Mayor to issue rules pursuant to this act and to submit the proposed rules to the Council for approval; to amend the Interagency Collaboration and Services Integration Commission Establishment Act of 2007 to require the commission to consult with the Office of the State Superintendent of Education regarding services for the families of children of pre-kindergarten age; to amend the Early Intervention Program Establishment Act of 2004 to clarify that the functions of the both Early Care and Education Administration and the Early Intervention Program are to be transferred to the Office of the State Superintendent of Education; to amend the Child Development Facilities Regulation Act of 1998 to exclude from the definition of child development facility a pre-kindergarten program and to transfer assets that support the functions

related to the licensure of child-care programs in the Early Care and Education Administration and the Early Intervention Program from the Department of Health to the Office of the State Superintendent of Education; to amend An Act To provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes to change the deadline by which a child must be 5 years of age to attend school in the upcoming year from December 31st to September 30th ; to amend the Office of Public Education Facilities Modernization Establishment Act of 2007 to require the office to consult with the Office of the State Superintendent of Education regarding capital improvements and the renovation of facilities related to pre-kindergarten; to amend the District of Columbia School Reform Act of 1995 to require the Public Charter School Board to consult with the Office of the State Superintendent of Education; to amend the State Education Office Establishment Act of 2000 to include among the duties of the Office of the State Superintendent of Education the duty to administer pre-kindergarten education, and to require it to annually conduct a residency audit of children enrolled in pre-kindergarten; and to amend the Fiscal Year 2008 Supplemental Appropriations Temporary Act of 2008 to revise a reference to this act to the current name of the act.

BE IT ENACTED BY THE COUNCIL OF THE DISTRICT OF COLUMBIA, That this act may be cited as the "Pre-k Enhancement and Expansion Amendment Act of 2008".

TITLE I. DEFINITIONS; ADMINISTRATION; AND FUNDING.

Sec. 101. Definitions.

For the purposes of this act, the term:

(1) "Community-based organization" or "CBO" means Head Start and early childhood- education programs operated by a nonprofit or faith-based organization.

(2) "Fund" means the Pre-k Program Assistance Grant Fund established by section 204.

(3) "HEI program" means the Higher Education Incentive grant program established by section 401.

(4) "HQ standards" means high-quality content standards and program requirements for pre-k programs established by the OSSE pursuant to section 201.

(5) "OSSE" means the Office of the State Superintendent of Education, established by the State Education Office Establishment Act of 2000, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code § 38-2601 *et seq.*).

(6) "Pre-k" means the educational gradation available to children of pre-kindergarten age for the 2 years prior to their eligibility for enrollment in kindergarten.

(7) "Pre-k age" means children 3 or 4 years of age, and children who become 5

years of age after September 30th of the upcoming school year.

(8) "Pre-k-education services" means the District-wide educational services provided to the publicly funded CBOs, District of Columbia Public Schools, and Public Charter Schools who provide pre-k care and education services to pre-k age children.

(9) "Pre-k program" means a classroom or a group of classrooms serving pre-k children. A single organization or entity may operate multiple pre-k programs in different locations.

(10) "Professional development" means a data-driven, continuous improvement process that provides a range of formal and informal experiences designed for teaching and administrative staff to increase their knowledge and understanding of research-based, developmentally appropriate content and teaching strategies.

(11) "School readiness" means a child's mastery of approved early-learning standards in the domains of language and literacy, mathematical thinking, social and emotional development, scientific inquiry, social studies, approaches to learning, and health.

(12) "Technical assistance" means the human and technological resources that support the establishment of age-appropriate classroom environments, provide strategies that develop children's early language and literacy development and mathematical thinking, aid in the mastery of early-learning standards, and develop appropriate instructional strategies for children with disabilities and for children whose first language is not English.

(13) "Workforce development" means a range of educational and training experiences that support and increase the capacity of individuals to enter and remain a part of the early-care and education-labor market.

Sec. 102. Administration of Pre-k.

(a) The OSSE shall oversee pre-k education services, including:

(1) All programs, including curricula;

(2) All related state and federal early childhood programs;

(3) Any licensure requirements;

(4) Fiscal matters;

(5) Funding to:

(A) Maximize the use of federal funds and other resources;

(B) Minimize inefficiencies and programmatic barriers;

(C) Ensure that children are placed on the appropriate funding streams; and

(D) Ensure that funds authorized by this act are used to supplement, not supplant, other funding sources that finance education programs for children of pre-k age;

(6) The alignment and monitoring of standards and teaching practices between pre-k and grades kindergarten through 3rd grade; and

(7) The implementation of an external evaluation of all pre-k programs,

including the measurement of progress toward school-readiness benchmarks.

(b) The OSSE shall:

(1) Coordinate with the Interagency Collaboration and Services Integration Commission, established by section 504 of the Interagency Collaboration and Services Integration Commission Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 2-1594), to ensure that eligible families can access coordinated support services for their children of pre-k age;

(2) In regard to public charter schools, consult with the Public Charter School Board, established by section 2214 of the District of Columbia School Reform Act of 1995, approved April 26, 1996 (110 Stat. 1321; D.C. Official Code § 38-1802.14), to ensure that the requirements and the goals of this act are met;

(3) Establish facilities requirements for classroom expansion and quality improvement, to be utilized by the Office of Public Education Facilities Modernization, established by section 702 of the Office of Public Education Facilities Modernization Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 38-451), to complete the capital improvements and renovation of facilities;

(4) Develop high-quality content standards for all pre-k programs, which have been approved by the State Board of Education;

(5) Develop and oversee a monitoring, assessment, and accountability process for all programs within the pre-k-education system;

(6) Promulgate a process for pre-k programs that fail to attain the required high-quality standards by September 1, 2014, which may include:

(A) A reduction or elimination of local funding;

(B) Denial of licensure; or

(C) Revocation of licensure;

(7) Promulgate a quality-improvement process for pre-k programs that, after 2014, fail to maintain for a period of time, as determined by OSSE, the required high-quality standards, which may include:

(A) Adherence to a quality-improvement plan;

(B) A reduction or an elimination of local funding;

(C) Denial of licensure; or

(D) Revocation of licensure;

(8) Develop and administer the technical assistance and professional development programs for all teaching staff, principals, and other administrators in all of the sectors of pre-k, in coordination with the District's state system of professional development and training;

(9) Collect and disseminate to the public on an ongoing basis child and program data; and

(10) Consider developing a sliding-fee scale for enrollment in pre-k of children

whose family income is above 250% of the federal poverty guideline.

Sec. 103. Annual evaluation of the quality of current pre-k programs.

(a) Within 30 days of the effective date of this act, the Mayor shall submit to the Council for its approval, a plan, including the name of a proposed independent evaluator, to evaluate pre-k programs in accordance with this section. Within 60 days of Council approval, the Mayor shall execute a contract with the approved evaluator.

(b) The approved evaluator shall perform a baseline quality assessment for a sampling of pre-k classrooms in each of the following sectors:

(1) District of Columbia Public Schools;

(2) Public charter schools; and

(3) CBOs.

(c) The evaluator shall collect baseline quality data to:

(1) Describe the overall program structure;

(2) Assess the language and literacy environment; and

(3) Assess the quality of instructional support, classroom climate, and classroom management.

(d) The evaluator's data and analysis shall be used to:

(1) Provide an assessment of the level of quality of all sectors; and

(2) Serve as baseline data from which to develop benchmarks for ongoing quality assessment of the pre-k-education system.

(e) The Mayor shall submit to the Council by September 15 of each year, beginning in 2009, projected benchmarks by which to measure annual achievements within the pre-k-education system.

Sec. 104. Annual capacity audit.

The Mayor shall submit to the Council by September 30 of each year, beginning in 2008, a capacity audit of pre-k programs for all sectors, to be used by OSSE to determine the:

(1) Number of children for whom pre-k is not available and whose parents would send them to pre-k but for the lack of availability;

(2) Current capacity of all existing pre-k programs; and

(3) Manner in which Head Start programs are incorporated in the early care and education delivery system.

Sec. 105. Annual report to the Council.

(a) The Mayor shall submit to the Council by September 30 of each year, beginning in 2009, an annual report on the status of pre-k for all sectors, accompanied, in 2009, by the independent quality evaluation required by section 103, which shall include OSSE's assessment of the:

(1) Annual achievements made as measured against the benchmarks developed the previous year;

(2) Number and success of the quality improvement plans implemented;

(3) Status of the monitoring, assessment, and accountability processes for all programs within the pre-k-education system; and

(4) Results of the current capacity audit of all pre-k programs.

(b) For the 2009 report, for which benchmarks would not have been submitted in the prior year, the annual achievements shall be measured using existing reliable data and that data shall be included, or an abstract thereof, in the evaluation.

Sec. 106. Funding.

(a) Local funding for pre-k programs shall not supplant any funding sources used prior to the effective date of this act for education programs for children of pre-k age.

(b)(1) For each provider that meets the high-quality standards established pursuant to this act, local funding shall be allocated in such a manner so that each provider receives in total funding an amount equal to the per student funding formula, established pursuant to section 2401 of the District of Columbia School Reform Act of 1995, approved April 26, 1996 (110 Stat. 1321-107; D.C. Official Code § 38-1804.01).

(2) Local funding for a program under a quality-improvement plan may vary, in accordance with procedures established pursuant to section 102(b)(7).

(c)(1) The OSSE shall establish procedures for the local allocation of funds distributed pursuant to this section in the event that the amount appropriated is insufficient to fund all providers that meet the high-quality standards established by this act.

(2) From amounts appropriated under this section, OSSE may provide for all activities authorized by this act.

TITLE II. ENHANCEMENT OF EXISTING PRE-K PROGRAMS.

Sec. 201. Establishing high-quality standards.

(a) Within 120 days of the effective date of this act, OSSE shall establish high-quality content standards and program requirements, which have been approved by the State Board of Education, that all pre-k programs are required to meet by September 1, 2014.

(b) The program requirements shall include:

(1) An adult-to-child ratio of one-to-8 for children 30 months to 3 years of age and of one-to-10 for children 4 years of age or older, or as otherwise approved by OSSE;

(2) A comprehensive curriculum that is aligned with the District of Columbia Early Learning Standards;

(3) Accreditation by a national accrediting body approved by OSSE;

(4) The minimum hours and days of operation;

(5) Valid and reliable assessments that meet accepted standards of technical adequacy to measure educational objectives and outcomes;

(6) Teacher qualifications, which may include a waiver of certain academic and degree requirements for current teachers, or current assistant teachers, with a minimum of 10 years of experience as of the effective date of this act, who are employed in programs meeting the educational objectives and outcomes of the HQ standards; provided, that by September 1, 2017, all teachers and assistant teachers shall be required to meet the academic and degree requirements as established by the OSSE and approved by the State Board of Education;

(7) A professional development and training plan for pre-k teachers and assistant teachers;

(8) A plan to foster parental support and involvement;

(9) A plan to coordinate support services;

(10) A plan to ensure inclusion of children with disabilities, in accordance with federally-stated goals;

(11) Facilities requirements;

(12) Licensure requirements; and

(13) A process for continuous improvement, classroom assessment, and child outcome assessment.

Sec. 202. Program audit requirement.

(a) By July 2009, each pre-k program in the District shall have completed an evaluation, by an independent evaluator, and a financial audit to determine its standing in relation to the required HQ standards.

(b) Within 30 days of the effective date of this act, the Mayor shall submit to the Council for its approval, a plan, including the name of a proposed independent evaluator, to evaluate pre-k programs in accordance with this section. Within 60 days of Council approval, the Mayor shall execute a contract with the approved evaluator.

(c) The Mayor shall submit to the Council by September 30, 2009, the results of the program and financial audits.

Sec. 203. Pre-k programs assistance grants.

(a) Beginning in September 2009, OSSE shall establish and administer a 5-year grant program to assist pre-k programs in meeting the required HQ standards. Each grant shall be a 2-year grant. The last grants to be awarded pursuant to this section shall be awarded in 2013.

(b) The OSSE shall establish the criteria for eligibility to receive a grant; provided, that, in evaluating grant applications, OSSE shall give priority to those applications that demonstrate need and a capacity to achieve and maintain the HQ standards.

Sec. 204. Pre-k Program Assistance Grant Fund; establishment.

(a)(1) There is established as a segregated, nonlapsing fund the Pre-k Program Assistance Grant Fund. The Fund shall appear as a separate program line within the OSSE budget. All funds deposited into the Fund shall not revert to the unrestricted fund balance of the General Fund of the District of Columbia at the end of a fiscal year, or at any other time, but shall be continually available for the uses and purposes set forth in subsection (b) of this section without regard to fiscal year limitation, subject to authorization by Congress.

(2) The Fund shall be funded through:

(A) Local funds;

(B) Federal funds;

(C) Federal grant funds; and

(D) Grants, gifts, or subsidies from public or private sources.

(b) The funds in the Fund shall be used:

(1) To provide assistance to pre-k programs in meeting the HQ standards; and

(2) For administrative costs and monitoring of the Fund.

(c) The Mayor shall submit an annual report to the Council by September 30 of each year, beginning in 2010, on the 5-year grant program that includes:

(1) The criteria used in evaluating grant applications;

(2) The number of grant applications received and awarded;

(3) For each grant, the amount of the grant and the rationale for the grant; and

(4) Progress that each existing grantee has made towards achieving the HQ standards.

TITLE III. EXPANSION TO UNIVERSAL PRE-K.

Sec. 301. Expansion to universal pre-k.

(a) The OSSE shall conduct, by September 30th of each year, an evaluation of all pre-k programs to establish existing capacity.

(b) By September 2009, and every 5 years thereafter, the OSSE shall submit to the Mayor and the Council a 5-year strategic expansion plan, including an assessment of the number of children interested in attending pre-k and the District's fiscal and physical capacity to accommodate them.

(c) Beginning in September 2009, and each year thereafter, OSSE shall submit to the Mayor and the Council an implementation plan for the following school year to expand pre-k to the maximum extent possible, but shall expand pre-k each year to accommodate a minimum of 15% of the unserved children, based on the strategic expansion plan, until pre-k programs are available to all children of pre-k age whose parents choose to send them to pre-k.

(d)(1) During the expansion to universal pre-k, OSSE shall use its best efforts to:

(A) Ensure that over a 5-year period a minimum of 25% of all new pre-k programs are operated by CBOs; and

(B) Maintain a balance of diversity among the children.

(2) For the purpose of this subsection, "diversity" means a mix of children:

(A) From families of different income levels;

(B) With, and without, disabilities or special needs; and

(C) Whose first language is, and is not, English.

(e) A pre-k program established following the effective date of this act shall comply with the HQ standards, established pursuant to, respectively, sections 102(b)(4) and 201(b), upon the effective date of the HQ standards.

Sec. 302. Eligibility and priority for enrollment in pre-k.

(a) To be eligible for enrollment in pre-k, a child shall be a resident of the District and be of pre-k age, or become 3 years of age on or before September 30th of the program year.

(b) Priority enrollment shall be first to children who live within the school's attendance zone boundary, as established pursuant to an Act to fix and regulate the salaries of teachers, school officers, and other employees of the board of education of the District of Columbia, approved June 20, 1996 (34 Stat. 316; D.C. Official § 38-101 *et seq.)*, if applicable, and then to children whose family income is between 130% and 250% of federal poverty guidelines, and to children whose family income is below 130% who are not served by existing programs.

TITLE IV. WORKFORCE DEVELOPMENT.

Sec. 401. Establishment of the Higher Education Incentive grant program.

(a) The Higher Education Incentive grant program shall be established by OSSE for the purpose of increasing the number of pre-k teachers, and assistant teachers, with advanced learning credentials. The HEI program shall consist of a consortium of colleges in the District, including the Graduate School, United States Department of Agriculture, that offers continuing education classes for teachers and assistant teachers to obtain a Bachelors degree or an Associates degree.

(b) The OSSE shall administer the HEI program and award HEI grants, subject to funding, to qualified teachers and assistant teachers.

Sec. 402. HEI scholarship program.

(a) In addition to awarding HEI grants to pre-k teachers and assistant teachers, OSSE may establish and administer a scholarship-award program for qualified individuals who have an interest in the pre-k education field. In exchange for a commitment to teach in the pre-k-education system in the District for 3 years, OSSE may provide a scholarship to the HEI program, as well as a stipend, to a qualified applicant.

(b)(1) A qualified applicant shall be an individual who has graduated from college within 3 years of submission of the application.

(2) A preference shall be given to individuals who:

(A) Are domiciled in the District;

(B) Graduated from a District college or university; or

(C) Commit to be domiciled in the District within 180 days of accepting a scholarship.

(c) An individual who accepts the scholarship and fails to fulfill the 3-year commitment shall be required to repay the scholarship.

TITLE V. RULEMAKING.

Sec. 501. Rules.

(a) The Mayor, pursuant to Title I of the District of Columbia Administrative Procedure Act, approved October 21, 1968 (82 Stat. 1204; D.C. Official Code § 2-501 *et seq.*), shall issue rules to implement the provisions of this act. The proposed rules shall be submitted to the Council for a 30-day period of review, excluding Saturdays, Sundays, legal holidays, and days of Council recess. If the Council does not approve or disapprove the proposed rules, by resolution, within this 30-day review period, the proposed rules shall be deemed approved.

(b) All rules and regulations, issued under appropriate authority, prior to the effective date of this act shall continue in full force and effect until superseded by the rules issued pursuant to subsection (a) of this section.

TITLE VI. CONFORMING AMENDMENTS.

Sec. 601. Section 505(c) of the Interagency Collaboration and Services Integration Commission Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 2-1595(c)), is amended as follows: **Amend § 2-1595**

(a) Paragraph (2) is amended by striking the phrase "and activities; and" and inserting the phrase "and activities;" in its place.

(b) Paragraph (3)(B) is amended by striking the phrase "section 204(b)." and inserting the phrase "section 204(b); and" in its place.

(c) A new paragraph (4) is added to read as follows:

"(4) The Commission shall consult with the Office of the State Superintendent of Education to ensure that eligible families can access comprehensive and coordinated services for their children of pre-k age, as that term is defined in section 101(7) of the Pre-k Enhancement and Expansion Amendment Act of 2008, passed on 2nd reading on May 6, 2008 (Enrolled version of Bill 17-537).".

Sec. 602. Section 503a of the Early Intervention Program Establishment Act of 2004, effective April 13, 2005 (D.C. Law 15-353; D.C. Official Code § 7-863.03a), is amended by striking the phrase "institution of functions related to the Early Intervention Program" and inserting the phrase "institution of functions related to the Early Care and Education Administration and the Early Intervention Program" in its place. **Amend § 7-863.03a**

Sec. 603. The Child Development Facilities Regulation Act of 1998, effective April 13, 1999 (D.C. Law 12-215; D.C. Official Code § 7-2031 *et seq.*), is amended as follows:

(a) Section 2 (D.C. Official Code § 7-2031) is amended as follows: **Amend § 7-2031**

(1) Paragraph (3) is amended by striking the phrase "related functions." and inserting the phrase "related functions or a pre-kindergarten education program licensed pursuant to the Pre-k Act of 2008.".

(2) A new paragraph (6A) is added to read as follows:

"(6A) "Pre-k Act of 2008" means the Pre-k Enhancement and Expansion Amendment Act of 2008, passed on 2nd reading on May 6, 2008 (Enrolled version of Bill 17-537).".

(b) Section 4 (D.C. Official Code § 7-2033) is amended as follows: **Amend § 7-2033**

(1) Paragraph (4) is amended by striking the phrase "toddler; or" and inserting the phrase "toddler;" in its place.

(2) Paragraph (5) is amended by striking the phrase "regulatory authority." and inserting the phrase "regulatory authority; or" in its place.

(3) A new paragraph (6) is added to read as follows:

"(6) Pre-kindergarten education programs licensed pursuant to the Pre-k Act of 2008.".

(c) A new section 4a is added to read as follows:

"(4a)(a) All positions, personnel, property, records, and unexpended balances of appropriations, allocations, and other funds available or to be made available to the Department of Health that support the functions related to the licensure of child-care programs in the Early Care and Education Administration and the Early Intervention Program shall be transferred to the Office of the State Superintendent of Education, established by section 2 of the State Education Office Establishment Act of 2000, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code § 38-2601), within 60 days of the applicability date of the Pre-k Act of 2008.

"(b) All rules, orders, obligations, determinations, grants, contracts, licenses, and agreements of the Department of Health, the Department of Human Services, the Board of Education, or the District of Columbia Public Schools relating to the functions transferred to the Office of the State Superintendent of Education pursuant to subsection (a) of this section shall remain in effect according to their terms until lawfully amended, repealed, or modified.".

Sec. 604. Section 1(a) of An Act To provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (43 Stat. 806; D.C. Official Code § 38-202(a)), is amended by striking the date "December 31st " and inserting the date "September 30th " in its place. **Amend § 38-202**

Amend § 38-453

Sec. 605. Section 704 of the Office of Public Education Facilities Modernization Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 38-453), is amended by adding a new paragraph (7A) to read as follows:

"(7A) Consult with the Office of the State Superintendent of Education to ensure that the capital improvements and the renovation of facilities necessary to allow for the expansion and quality improvement of pre-kindergarten education mandated by the Pre-k Enhancement and Expansion Amendment Act of 2008, passed on 2nd reading on May 6, 2008 (Enrolled version of Bill 17-537), occur in a timely and efficient manner;".

Amend § 38-1802.14

Sec. 606. Section 2214 of the District of Columbia School Reform Act of 1995, approved April 26, 1996 (110 Stat. 1321-107; D.C. Official Code § 38-1802.14), is amended by adding a new subsection (j) to read as follows:

"(j) The Board shall consult with the Office of the State Superintendent of Education, established by section 2 of the State Education Office Establishment Act of 2000, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code § 38-2601), to ensure that the requirements and the goals of the Pre-k Enhancement and Expansion Amendment Act of 2008, passed on 2nd reading on May 6, 2008 (Enrolled version of Bill 17-537) ("Pre-k act") are met, in accordance with the Pre-k act.".

Amend § 38-2602

Sec. 607. Section 3 of the State Education Office Establishment Act of 2000, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code § 38-2602), is amended as follows:

(a) Subsection (a) is amended by striking the acronym "SEO" wherever it appears and inserting the acronym "OSSE" in its place.

(b) Subsection (b) is amended as follows:

(1) Strike the acronym "SEO" wherever it appears and insert the acronym "OSSE" in its place.

(2) A new paragraph (6A) is added to read as follows:

"(6A) Establish and administer licensure requirements for pre-kindergarten programs, pursuant to section 102(a)(3) of the Pre-k Enhancement and Expansion Amendment Act of 2008, passed on 2nd reading on May 6, 2008 (Enrolled version of Bill 17-537) ("Pre-k act");".

(3) New paragraphs (9A) and (9B) are added to read as follows:

"(9A) Administer pre-kindergarten education, in accordance with section 102 of the Pre-k act;

"(9B) Conduct a residency audit, annually, to establish the number of in-District and out-of-District children enrolled in pre-kindergarten pursuant to the Pre-k act;".

Sec. 608. Section 2(b)(2)(G) of the Fiscal Year 2008 Supplemental Appropriations Temporary Act of 2008, effective March 20, 2008 (D.C. Law 17-121; 55 DCR 1477), is amended to read as follows: NA

"(G) An amount of $960,000 to the Office of the State Superintendent of Education to provide funding for the enhancement of pre-kindergarten under the Pre-k Enhancement and Expansion Amendment Act of 2008, passed on 2nd reading on May 6, 2008 (Enrolled version of Bill 17-537) ("Pre-k act"), during the first 2 months of the 2008-2009 school year and to fund, if necessary, the cost of the capacity audit required by section 104 of the Pre-k act;".

TITLE VII. APPLICABILITY; FISCAL IMPACT STATEMENT; EFFECTIVE DATE.

Sec. 701. Applicability.

This act shall apply upon the inclusion of its fiscal effect in an approved budget and financial plan.

Sec. 702. Fiscal impact statement.

The Council adopts the fiscal impact statement in the committee report as the fiscal impact statement required by section 602(c)(3) of the District of Columbia Home Rule Act, approved December 24, 1973 (87 Stat. 813; D.C. Official Code § 1-206.02(c)(3)).

Sec. 703. Effective date.

This act shall take effect following approval by the Mayor (or in the event of veto by the Mayor, action by the Council to override the veto), a 30-day period of Congressional review as provided in section 602(c)(1) of the District of Columbia Home Rule Act, approved December 24, 1973 (87 Stat. 813; D.C. Official Code § 1-206.02(c)(1)), and publication in the District of Columbia Register.

_____

Chairman
Council of the District of Columbia

_____

Mayor
District of Columbia

d.c. healthyschools act

Year One Snapshot

The crafting of the D.C. Healthy Schools Act, through a deliberative, transparent process, engaged hundreds of stakeholders in an effort to reduce obesity among the District's 75,000 students. This landmark legislation provides the District with a unique opportunity to improve the health, wellness, and nutrition of school children in our nation's capital.

The D.C. Healthy Schools Act was passed unanimously by the D.C. Council in May 2010, went into effect August 1, 2010, and was amended in August of 2011. In school year 2010-2011, the Act provided approximately $6 million in local funding to enable D.C. public and public charter schools to comply with the Act's requirements and enabled the District to penalize non-complying schools by withholding funds or levying fines.

Hailed as model school wellness and anti-hunger legislation for the nation, the following snapshot overviews the District's 2010-2011 implementation of the Healthy Schools Act. Overall, the District and its partners deserve praise for their successful efforts to implement the Act during its first year.

Key results:

By participating in D.C. Farm-to-School week with chefs throughout the District, students learn how to cook (and eat) their greens!

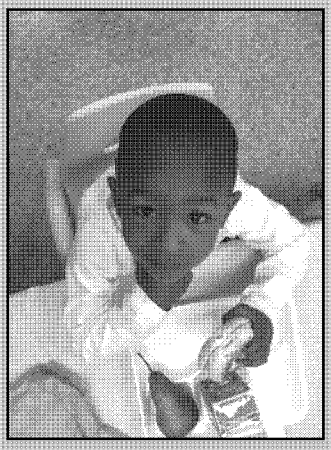
- The District's 34 percent growth in school breakfast participation that yielded an additional 7,400 students on average eating breakfast each day.
- The transformation of school meals across the city, with more fruits, vegetables, and whole grains available to students.
- Elementary schools, reporting that students received 65 minutes on average of physical education and middle schools reporting that students received 107 minutes on average of physical education each week—both more than doubling the year one goal.
- Heightened focus on farm to school programs, successful farm to school events, and increased use of locally grown and produced foods in school meals.
- Four D.C. schools earning HealthierUS Challenge recognition for excellence in nutrition and physical activity.
- The city's hiring of a school garden specialist and commitment to fund school gardens.
- The collection of School Health Profiles by the Office of the State Superintendent of Education (OSSE).
- A comprehensive website (www.dchealthyschools.org) developed by several community organizations in partnership with OSSE that details information about all Healthy Schools Act requirements, highlights successes and best practices, and provides resources to help schools comply with the Act.

But the work is not done. District agencies, schools, and community partners must continue working hard to realize the full potential of the Healthy Schools Act to keep our students healthy, active, well-nourished, and ready for success in the classroom. Of note, the city should prioritize the formation of the Healthy Youth and Schools Commission, a body required under the Act to support and guide the implementation of the Act.

The Office of the State Superintendent of Education, Wellness and Nutrition Services now is staffed with new positions created with Healthy Schools Act funding. As the lead agency with Healthy Schools Act implementation responsibility, OSSE should continue working with stakeholder groups moving forward to achieve remaining implementation goals and promote the Act across the city.

The snapshot below incorporates data from OSSE's Healthy Schools Act of 2010 Report available at http://osse.dc.gov/publication/healthy-school-act-report-city-council which is based on *self-reported data by schools in their 2010-11 School Health Profiles—Profiles required under the Healthy Schools Act. Data refernced in this snapshot uses OSSE's conbined figures for D.C. Public Schools and D.C. Public Charter Schools unless otherwise noted. 95 percent of D.C. schools (97.7 percent of public charter schools and 93.4 percent of DCPS schools) completed School Health Profiles for 2010-2011. Individual schools' Profiles are available on OSSE's website: http://osse.dc.gov/service/district-columbia-public-school-health-profiles for D.C. Public Schools and http://osse.dc.gov/service/district-columbia-public-charter-school-health-profiles for public charter schools. This snapshot also include the United States Department of Agriculture's school meal participation data, as well as information shared by key stakeholders involved in the production of this report.*

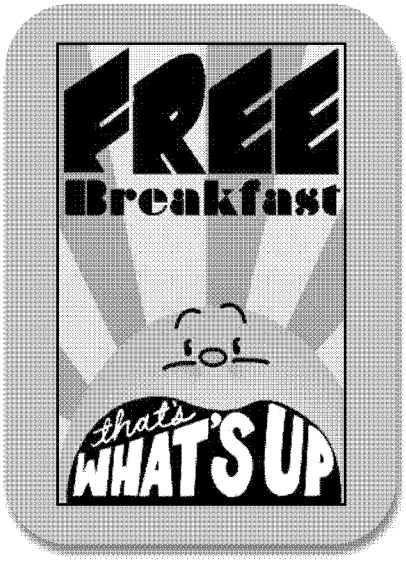
Improving and expanding school meals:



All schools are serving breakfast free to all students. 34 percent more students ate breakfast each day in the 2010-2011 school year.

Healthy Schools Act Requirements:

- Schools must serve breakfast free to all students.
- At schools where more than 40 percent of the students qualify for free or reduced-price meals, breakfast must be served in the classroom (elementary schools) or through other innovative, alternative serving models like "grab and go" carts (middle and high schools).



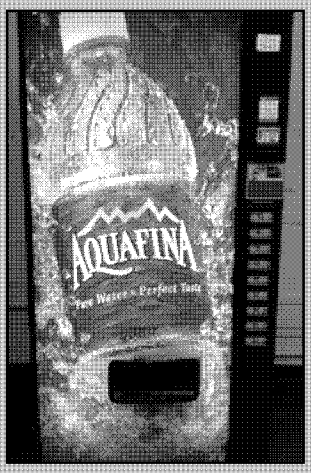
- Students do not have to pay a co-payment for reduced-price lunch.
- School meals must meet enhanced nutrition standards, supported by local funds, to improve the quality of the meals.
- Schools are encouraged to serve fresh, locally-grown produce and provided with a financial incentive for doing so.
- Schools must highlight farm to school programs during at least one special celebration each year.
- "Competitive foods"— such as foods sold in vending machines and school stores, á la carte offerings in the cafeteria, and foods sold as fundraisers—must meet higher nutrition standards.

Year One Accomplishments:

Many schools now have fresh salad bars serving locally grown produce.

- ☑ School breakfast participation: 28,884 students ate school breakfast on average each day in 2010-11, a 34 percent increase over the previous year (21,493 students).
- ☑ All schools are serving breakfast free to all students.
- ☑ School lunch participation remained steady in 2010-2011 with over 45,500 students participating on average each day.
- ☑ 5,353 students who qualified for reduced-price lunches in 2010-11 were able to eat lunch for free.
- ☑ More than 90 percent of schools serve lunch components that meet the Healthy Schools Act lunch menu criteria:

Meal Component	Percent of DCPS Schools	Percent of Public Charter Schools
Different vegetable each day of the week	95.7%	97.8%
Dark green vegetables at least twice a week	97.4%	97.8%
An orange vegetable at least once a week	96.6%	96.7%
Cooked dry beans or peas at least once a week	95.7%	96.7%
Different fruit every day of the week	90.5%	91.1%
Fresh fruit at least twice a week	98.3%	97.8%
Whole grains at least once a day	96.6%	96.7%



Schools like Duke Ellington uphold new healthy vending requirements.

- ☑ 92.7 percent of schools share the nutritional content of their menu items, and 90.3 percent of schools share the ingredients of their menu items.
- ☑ 86.9 percent of schools provide vegetarian menu options.
- ☑ 65.1 percent of schools serve locally grown, processed and unprocessed food from growers engaged in sustainable agriculture practices at least once per month.
- ☑ In addition to serving local produce in school meals all year long, hundreds of schools engaged students in the farm-to-table process by participating in city-wide events such as D.C. Farm to School Week and Strawberries & Salad Greens
- ☑ Many school vending machines comply with the healthy stocking requirements.

Year Two Priorities:

- Increase daily school breakfast participation by 5 percent over the 2010-2011 level.
- Ensure that public charter schools continue serving free breakfast to all students, even without the additional funding provided in year one.
- Fully implement Breakfast in the Classroom and Grab and Go programs that reflect national best practices in all schools where such programs are required.
- Increase school lunch participation by 6 percent.
- Increase number of salad bars at schools to encourage student consumption of produce.
- Work with schools and vendors to identify locally grown and unprocessed foods that can be accessed during winter months to increase the serving of local foods.
- Offer training and develop better monitoring to ensure schools comply with required competitive food requirements. (Note: OSSE, in collaboration with the Alliance for a Healthier Generation, provided training on healthier fundraising and school celebrations in December of 2011.)
- Promote and provide education on improved, healthier foods to students and families city-wide.
- Provide guidance to schools on how to meet competitive foods requirements and still meet fundraising needs.
- Continue building on the success of farm to school events and programs.

Increasing physical education:

Healthy Schools Act Requirements:

- Schools must provide increasing amounts of physical education, beginning with a minimum of 30 minutes per week for grades K-5 and 45 minutes per week for grades 6-8. By school year 2014-15, schools must reach the goal of 150 minutes per week for grades K-5 and 225 minutes per week for grades 6-8. High schools also will work with OSSE and the State Board of Education to expand physical education.
- Schools must devote at least 50 percent of physical education class time to actual physical activity, with as must class time as possible spent in moderate to vigorous activity.

Students involved with D.C. SCORES learn important skills on and off the field while getting a healthy dose of physical exercise.

Year One Accomplishments:

☑ Students in grades K-5 received an average of 65 minutes (54 minutes per week for responding DCPS schools and 89 minutes per week for responding Public Charter Schools) of physical education, which is more than double the year one requirement of 30 minutes per week.

☑ Students in grades 6-8 received an average of 107 minutes (104 minutes per week for responding DCPS schools and 111 minutes per week for responding Public Charter Schools) of physical education, which is more than double the year one requirement of 45 minutes per week.

☑ 99.5 percent of schools identified at least one way in which they promote physical activity:

Type of PA Promotion	Percent of Schools
Active Recess	79.6%
After-School Activities	84.0%
Athletic Programs	69.4%
Movement in the Classroom	67.0%
Walk or Bike to School	44.7%

Year Two Priorities:

- Seek support for OSSE to hire a physical education specialist or develop a structure to spearhead the implementation of the physical education and activity components of the Act; garner support for the importance of physical activity and education among educators, principals, and other stakeholders; and distribute local funding to schools for implementation activities.
- Compile an updated directory of organizations conducting physical education and physical activity programs in schools. Provide schools a list of opportunities for partnership on physical education and activity.
- Ensure that all organizations providing physical education and activity programs in schools are trained in meeting OSSE's physical education standards.
- Explore opportunities for afterschool physical education, activity, or sports programs run by non-profits, D.C. Department of Parks and Recreation, and other stakeholders to support schools in meeting these requirements of the Act.
- Develop a plan with measurable yearly outcomes and activities for schools to increase, incrementally, minutes of physical education per week from the year one weekly average of 65 minutes to 150 minutes for grades K-5 and from the year one weekly average of 107 minutes to 225 minutes for grades 6-8 over the next three years to meet the ambitious 2014-2015 goals.
- Ensure that the State Board of Education holds a public forum on ways to increase physical education and examine high school requirements.

Increasing health education:

Healthy Schools Act Requirements:

- Schools must provide increasing amounts of health education, beginning with an average of 15 minutes per week for grades K-8. By school year 2014-15, schools must provide 75 minutes of health education per week to grades K-8.
- Schools must ensure that students receive health education based on OSSE learning standards for health and education.

Year One Accomplishments:

☑ Students in grades K-5 received an average of 35 minutes per week of health education, more than doubling the year one requirement of 15 minutes per week.

- ☑ Students in grades 6-8 received an average of 53 minutes per week of health education, not only more than doubling the year one requirement but also only 22 minutes short of meeting the 2014-2015 requirement of 75 minutes per week.
- ☑ 58.3 percent of schools have a certified health teacher on staff.
- ☑ 82.5 percent of schools indicated that health education is based on OSSE health education standards.
- ☑ OSSE developed a standards-based health and physical education assessment to track student progress in elementary, middle, and high school.

Year Two Priorities:

- Continue the convening of the Coordinated Health Education Team (CHET) at OSSE to spearhead health education implementation efforts and ensure that group includes representatives from D.C. public and public charter schools, the D.C. Department of Health, and four community health education groups.
- Compile an updated directory of organizations conducting health education in schools. Provide schools a list of opportunities for partnership on health education.
- Ensure that all health education in schools (whether provided by teachers or outside organizations) is aligned with meeting OSSE's health education standards and preparing students for success on health and physical education knowledge assessment tests.
- Administer new pilot DC CAS health and physical education assessment in grades 5, 8 and wherever health is taught in high school and ensure that test will be administered in subsequent school years.
- Develop a plan with measurable yearly outcomes for schools to increase, incrementally, minutes of health education per week to move toward meeting the ambitious 2014-2015 goals.

Improving the school environment:

Healthy School Act Requirements:

- D.C. Public Schools must establish an Environmental Programs Office to test drinking water for lead; and make sure schools comply with EPA's Tools for Schools Program to reduce exposure to asthma triggers and encourage more environmentally-friendly practices in building construction, school meals, and school cleaning procedures.
- The District must establish an Environmental Literacy Plan for DCPS and public charter schools.
- The District must establish a School Gardens Program that provides training and support for gardens. And, as allowed by federal law, when soil is safe and produce is handled safely, schools may sell – and allow students to consume, including in the school cafeteria – food grown in school gardens.

Teachers participate in an environmental education workshop with the District Department of the Environment, Anacostia Watershed Society, and the Student Conservation Association held in Anacostia Park.

Year One Accomplishments:

- ☑ 31.6 percent of schools already have a garden.
- ☑ 20.9 percent of schools report that they plan on starting a garden.

- ☑ OSSE hired a full-time School Garden Coordinator in May 2011.
- ☑ For the first time ever, all D.C. Public Schools have a recycler hauler once a week.
- ☑ D.C. Department of the Environment assembled the DC Environmental Literacy Plan Workgroup in June 2011 with monthly meetings.
- ☑ OSSE developed and administered a "School Garden Snapshot" to better understand the current state of DC school gardens.

Students at Center City Public Charter School harvest spinach and carrots from raised beds in their school garden.

Year Two Priorities:

- Continue collecting data on and providing resources to school gardens in the District.
- Form a School Garden Advisory Board to develop wide support and training for school gardens. (Note: This group formed in November 2011.)
- Distribute local funding for school garden programs. (Note: School Garden Grant RFA process commenced in December 2011.)
- Continue providing schools with environmental literacy training at all of the mandatory DCPS science and social studies professional development days.
- Provide the Environmental Literacy Plan to the Mayor and D.C. Council by June 30, 2012 (lead responsibility—D.C. Department of the Environment).
- Work with State Board of Education to incorporate environmental literacy into science graduation requirements. (Note: DC Environmental Education Consortium submitted testimony to the Board in October 2011.)
- Create a compost plan through the Department of General Services.
- Ensure District schools' participation in the U.S. Department of Education's new Green Ribbon Schools program and ensure that the maximum four schools apply.

Strengthening school wellness policies:

Healthy School Act Requirements:

- Each local education agency must collaborate with parents, students, food service providers, and community organizations to develop and adopt a comprehensive local wellness policy. Policies must be updated at least once every three years.
- In addition to meeting federal requirements, local wellness policies must include goals for:
  - Improving the environmental sustainability of schools;
  - Increasing the use of locally grown, locally processed, and unprocessed foods from growers engaged in sustainable energy practices; and
  - Increasing physical activity.
- Schools must promote their wellness policies to faculty, staff, parents, and students by:
  - Posting the policy on the school's website, if it has one;
  - Distributing the policy to food service staff members;
  - Distributing the policy to the school's parent/teacher organizations; and
  - Making the policy available in the school's office.

Year One Accomplishments:

- ☑ In partnership with a community working group, D.C. Public Schools revised its Local Wellness Policy (LWP) to conform to Healthy Schools Act requirements. The revised policy was officially adopted and signed by the Chancellor in fall 2011.
- ☑ 88.8 percent of schools report that they are in compliance with their Local Wellness Policy (LWP). Schools report that their LWP contains:

Local Wellness Policy Components	Percent of Schools
Goals for nutrition ed., physical activity, and other school-based activity	91.7%
Nutrition guidelines for all food	90.3%
Plan for measuring implementation of LWP	81.6%
Community involvement	76.2%
Goals for improving environmental sustainability	67.0%
Goals for increasing locally-grown, locally processed food	63.6%
Increasing physical activity	93.2%

- ☑ The LWP can be found in the main office at 63.1 percent of schools, in the cafeteria at 35.0 percent of schools, and on the school website at 17.5 percent of schools.

Year Two Priorities

- Ensure that all charter schools adopt revised LWPs that comply with Healthy Schools Act requirements and provide a model LWP template to help charter schools.
- Post, distribute, and promote LWPs in all DCPS and public charter schools, to ensure that all students, parents, teachers, principals, food service staff, and other members of the school community are aware of the policies.
- Develop tools to help schools measure implementation of LWPs.

Going forward:

In school year 2011-2012, the District must promote widely the requirements and wellness goals of the Healthy Schools Act – the wider the acceptance of the Act, the more impact it will have. The District also should publicize the impact of the Act on student health, wellness, and academic achievement.

Underpinning the success for the specific year two priorities outlined in the body of this report is the need for the District to take the following steps:

Students and staff from Community Academy Public Charter School (CAPCS) Amos 1 campus built raised garden beds for their school with Action for Healthy Kids' "Get in the Action" event.

- Fully launch the Healthy Youth and Schools Commission, beginning with the appointment of a full set of members.
- Ensure that eligible schools apply for the HealthierUS School Challenge awards to help reward schools for their wellness efforts and receive national attention.
- Evaluate effects of the Healthy Schools Act on student nutrition, health, and academic achievement.
- Provide information to schools on changes to the Healthy Schools Act set forth in the August 2011 Healthy Schools Act Amendment, including:
  - Schools in which breakfast participation exceeds 75 percent of average daily attendance without a Breakfast in the Classroom program are exempt from the requirement to serve breakfast through alternative serving models.
  - Milk does not qualify as a locally grown or produced meal component for purposes of the additional five-cent reimbursement for meals containing local products.
  - New reporting requirements for School Health Profiles.
  - Afterschool suppers and summer meals must comply with enhanced nutrition standards.
- Withhold funding for schools not in compliance with the Healthy Schools Act. For example, penalizing schools for unhealthy vending practices or withholding the extra 10-cent reimbursement for school breakfast if a school is not complying with the Breakfast in the Classroom requirement.
- After collecting school year 2011-12 School Health Profiles, aggregate responses and provide school-by-school report cards for comparison.
- Verify accuracy of self-reported information contained in school health profiles, for example, comparing self-reported information with submitted meal claims and menus and developing strategies to assess self-reported physical education data.
- Continue moving toward completion of a central kitchen where the District can prepare healthy foods for schools and community organizations, provide nutrition education, and support job-training programs.
- Engage the school community, particularly charter schools, to champion the Act and student wellness.

Finally, District agencies and community partners need to advocate for continued Healthy Schools Act funding in the FY 2013 (school year 2012-13) budget. Widespread awareness of the Act's benefits will help in this advocacy effort.

Acknowledgements:

This report was authored by D.C. Hunger Solutions in collaboration with:

Action for Healthy Kids * Alliance for a Healthier Generation * American Heart and Stroke Association Mid-Atlantic Region * American University * Chartwells * D.C. Central Kitchen * D.C. Councilmember Mary Cheh * District Department of the Environment * D.C. Farm to School Network * D.C. Public Charter School Board * D.C. Public Schools * DC SCORES * Earth Day Network * George Washington University * Metro Teen Aids * Washington Youth Garden

D.C. Hunger Solutions gratefully acknowledges the generous support of Kaiser Permanente for our work to implement the D.C. Healthy Schools Act and to create this Healthy Schools Act Snapshot.

KAISER PERMANENTE thrive

Please contact D.C. Hunger Solutions with questions or for further information at info@dchunger.org.

Councilmember Mary M. Cheh

A BILL

IN THE COUNCIL OF THE DISTRICT OF COLUMBIA

Councilmember Mary M. Cheh introduced the following bill, which was referred to the Committee on _____.

To establish a Healthy Tots Fund to fund certain programs and requirements under this act, to direct the Office of the State Superintendent of Education ("OSSE") to issue rules that require child development facilities to adopt wellness policies, training and professional development activities, and nutritional and physical activity standards that promote the health of participating children, to promote child development facility physical activities by encouraging joint-use agreements with the Department of Parks and Recreation and the prioritization of maintenance and policing for park areas used by child development facilities, to require evaluation of this act's effectiveness by OSSE through its child development facility licensing process.

BE IT ENACTED BY THE COUNCIL OF THE DISTRICT OF COLUMBIA, That this act may be cited as the "Healthy Tots Act of 2013".

Sec. 2. Definitions.

For the purposes of this act, the term:

(1) "Child" or "Children" means an individual or individuals from birth to 15 years of age.

(2) "Child development facility" or "facility" means a center, home, or other structure that provides care and other services, supervision and guidance for children, infants, and toddlers on a regular basis, regardless of its designated name. "Child development facility"

does not include a public or private elementary or secondary school engaged in legally required educational and related functions.

(3) "Infant" means a child younger than 12 months of age.

(4) "Farm-to-Preschool programs" means programs at child development facilities where locally grown, locally processed, and unprocessed foods from growers engaged in sustainable agriculture practices are encouraged to be served. Within these programs, preference is given to fresh, unprocessed agricultural products grown and processed in the District of Columbia, Maryland, and Virginia.

(5) "Locally grown" shall have the same meaning as in section 101(3) of the Healthy Schools Act of 2010, effective July 27, 2010 (D.C. Law 18-209; D.C. Official Code § 38-821.01(4)).

(6) "Locally processed" shall have the same meaning as in section 101(4) of the Healthy Schools Act of 2010, effective July 27, 2010 (D.C. Law 18-209; D.C. Official Code § 38-821.01(4)).

(7) "Preschool" or "Preschooler" refers to a child older than 24 months of age but younger than compulsory school attendance age, who is not enrolled in a public, charter, or private school.

(8) "OSSE" means the Office of the State Superintendent of Education for the District of Columbia.

(9) "Sustainable agriculture" shall have the same meaning as in section 101(9) of the Healthy Schools Act of 2010, effective July 27, 2010 (D.C. Law 18-209; D.C. Official Code § 38-821.01(9)).

(10) "Toddler" means a child between the ages of 12 and 36 months of age.

Sec. 3. Establishment of the Healthy Tots Fund.

(a) There is established as a nonlapsing fund the Healthy Tots Fund, which shall be used solely as provided in this section and administered by OSSE. The Fund shall be funded by annual appropriations, which shall be deposited into the Fund.

(b) All funds deposited into the Fund, and any interest earned on those funds, shall not revert to the unrestricted fund balance of the General Fund of the District of Columbia at the end of a fiscal year, or at any other time, but shall be continually available for the uses and purposes set forth in subsection (c) of this section without regard to fiscal year limitation, subject to authorization by Congress.

(c) The funds in the Fund shall be administered by OSSE as follows:

(1) To provide additional funding for healthy meals served by child development facilities participating in the Department of Agriculture's Child and Adult Care Food Program, as provided in the National School Lunch Act, approved June 4, 1946 (60 Stat. 230; 42 U.S.C. § 1766) ("Child and Adult Care Food Program") by reimbursing child development facilities as follows:

(A) Ten cents for each breakfast meal served that meets the requirements of section 4;

(B) Ten cents for each lunch meal served that meets the requirements of section 4; and

(C) Suppers or snacks that are not eligible for reimbursement through the Child and Adult Care Food Program because child development facilities have maximized the number of reimbursable meals or snacks allowable under the Child and Adult Care Food Program, and meet the requirements of section 4, shall be reimbursed with local funding set at

the free federal rates for suppers or snacks established under the Child and Adult Care Food Program.

(2) To encourage local foods to be served in child development facilities, by providing an additional $0.05 cents per breakfast or lunch meal served each day for reimbursement to child development facilities when at least one component of a reimbursable breakfast or lunch meal is comprised entirely of locally grown and unprocessed foods; provided, that child development facilities report to OSSE the name and address of the local farms where foods were grown. For purposes of this paragraph, the term "locally grown and unprocessed foods" shall not include milk.

(3) To increase physical activity in child development facilities, by making grants available through a competitive process to child development facilities participating in the Child and Adult Care Food Program; provided, that child development facilities shall meet the requirements of rules issued under section 5 and seek to increase the amount of physical activity in which participating children engage.

(4) To support nutrition, gardens, and Farm-to-Preschool programs by making grants available through a competitive process to child development facilities participating in the Child and Adult Care Food Program.

(d) All meals served under this section must be provided at no charge to participating children in child development facilities.

(e) The OSSE may, by rule, increase the amount of reimbursements set forth in this section to further improve the quality and nutrition of meals provided at child development facilities. The OSSE may withhold local funds provided by this section from child development facilities that do not meet the requirements of this section.

Sec. 4. Requirements.

(a) If a child development facility satisfies the eligibility criteria for the Child and Adult Care Food Program, as may be revised from time to time, the facility shall participate in the Child and Adult Care Food Program unless good cause for non-participation is demonstrated to OSSE.

(b) Regardless of participation in the Child and Adult Care Food Program, each child development facility shall ensure that its planned menus and the foods that are served by the facility are: varied, suitable to the ages and developmental levels of children, and consistent with the meal pattern requirements specified by the Child and Adult Care Food Program.

(c) The OSSE shall issue rules that, at a minimum, require:

(1) Child development facilities to adopt high nutritional standards for meals and snacks served at the facilities;

(2) Child development facilities to adopt physical activity standards at the facilities that further promote the health of participating children;

(3) Child development facilities to adopt wellness policies that promote the health of participating children and include goals for:

(A) Improving the environmental sustainability of child development facilities;

(B) Increasing the use of locally grown, locally processed, and unprocessed foods from growers engaged in sustainable agriculture practices;

(C) Improving nutrition and nutrition education; and

(D) Increasing physical activity; and

(4) Child development facilities to provide training for facility staff on increasing the level of physical activity of participating children.

Sec. 5. Child development facility training and professional development.

The OSSE shall encourage and provide training to support all child development facility efforts to develop Farm-to-Preschool programs and create facility wellness policies.

Sec. 6. Promotion of physical activity opportunities.

(a) The Department of Parks and Recreation is encouraged to form joint-use agreements with child development facilities to allow them to use District recreation centers, fields, playgrounds, and other facilities on occasions that do not conflict with the Department of Parks and Recreation's existing programming and on-going community obligations.

(b) The Department of Parks and Recreation is encouraged to prioritize maintenance of the facilities and grounds most frequently used by child development facilities.

(c) The Metropolitan Police Department is encouraged to prioritize active policing of District parks most frequently used by child development facilities.

Sec. 7. Evaluation.

(a) The OSSE shall monitor the progress of child development facilities in complying with this act during its facility licensing process and record collected data in each facility's compliance history.

(b) The OSSE shall examine documentation from annual comprehensive physical examination information provided to facilities to determine the effectiveness of the rules issued in accordance with this act.

(c) The OSSE shall provide a yearly evaluation of the effect of the implementation of this act on the health, well-being, and school-readiness of participating children in the District.

Sec. 8. Fiscal impact statement.

The Council adopts the fiscal impact statement in the committee report as the fiscal impact statement required by section 602(c)(3) of the District of Columbia Home Rule Act, approved December 24, 1973 (87 Stat. 813; D.C. Official Code § 1-206.02(c)(3)).

Sec. 9. Effective date.

This act shall take effect following approval by the Mayor (or in the event of veto by the Mayor, action by the Council to override the veto), a 30-day period of Congressional review as provided in section 602(c)(1) of the District of Columbia Home Rule Act, approved December 24, 1973 (87 Stat. 813; D.C. Official Code § 1-206.02(c)(1)), and publication in the District of Columbia Register.

Connecticut Children's MEDICAL CENTER

Help Me Grow National Center

Help Me Grow National

Background Information

Undetected behavioral and developmental problems in children can have a profound impact not only on the lives of involved children and families, but also on our society in terms of costs related to mental health, education, and juvenile justice. Nationwide, it is estimated that approximately 12 - 16% of American children experience developmental, behavioral and/or emotional delays or problems. Experts agree that early detection of at-risk children offers the best hope for optimal outcomes. Yet current early detection efforts are primarily focused on children with significant delays and disorders. Furthermore, eligibility for early intervention programs typically requires significant evidence of delays and precludes the provision of services based on risk for subsequent delay. Even when the needs of at-risk children are recognized and appropriate programs and services are identified, connecting children and their families to such services often proves difficult, requiring knowledge of programs and eligibility requirements and persistence in overcoming barriers. Many states have some of the necessary components for a comprehensive, coordinated system for the early detection and referral of at-risk children. However, few have a statewide system that is integrated, comprehensive, and effective.

What is Help Me Grow?

Help Me Grow (HMG) is a unique, comprehensive, and integrated statewide system designed to address the need for early identification and linkage to developmental and behavioral services and supports for children and their families.

The four core components of a comprehensive HMG system are:

1. Centralized telephone access point for connection of children and their families to services and care coordination
2. Community outreach to promote the use of HMG and to provide networking opportunities among families and service providers
3. Child health care provider outreach to support early detection and early intervention
4. Data collection and analysis to understand all aspects of the HMG system, including the identification of gaps and barriers

The three structural requirements for efficiently building a comprehensive HMG system are:

1. An organizing entity
2. A strategy for expanding district wide over time
3. The implementation of a continuous quality improvement plan

Affiliates will be expected to use the tagline, "A Member of the Help Me Grow National Network". In addition, they will have the option of using the HMG logo and/or their district specific HMG logo (e.g. HMG-Connecticut) for branding or marketing purposes.

Technical assistance from the Help Me Grow National center will guide States in their implementation of a seamless system reform to promote both early detection and service delivery. Promotion of young children's healthy development has emerged as a major priority in many states, often embedded in school readiness legislation. Yet operationalizing the critical concepts from early brain research within state policy and program development is challenging. National will guide the state in such implementation; promote awareness of the importance of early identification and intervention among parents, clinicians, policy makers, and the public; and ultimately promote children's optimal development by ensuring both early detection and early intervention for at-risk children and their families.

History of Help Me Grow Replication

Over the past ten years, Connecticut's (CT) Help Me Grow (HMG), an initiative of the Children's Trust Fund within the State's Department of Social Services, has not only successfully identified at-risk children, but has also effectively and efficiently linked them and their families to services. This has been accomplished through a state level partnership among CT's Department of Public Health, Department of Developmental Disabilities Services, Department of Education, the CT Children's Trust Fund within the Department of Social Services, and a specialized call center housed at the CT United Way/2-1-1. This state level partnership supports the involvement of pediatric primary care practices, early care and education professionals, families, and community providers at the grass roots level.

In 2005, with support from the Children and Families Commission of Orange County, California, Help Me Grow Orange County (HMG-OC) became the first replication site of the Connecticut Help Me Grow model. Experts knowledgeable in the CT HMG system provided technical assistance and support to the HMG-OC planning activities. Expansion of replication efforts continued in 2008 with a grant from The Commonwealth Fund to Connecticut Children's Medical Center. The grant supported the provision of technical assistance to five states selected through a competitive application process. Sites selected were in Colorado, Kentucky, New York, Oregon, and South Carolina. Replication activities are ongoing in these states. Effective May 2010, the W.K. Kellogg Foundation began support for the provision of technical assistance for the replication of the HMG system to 16 states over 3 years.

The addition of 10 more replication sites began in December 2010. Since December 2010, 7 states have become HMG affiliates: Alabama, California, Delaware, Iowa, Massachusetts, Utah and Washington. As of June, 2013 one state, Michigan and the Distinct of Columbia (The District) have been added as affiliates, a total of 20 states including the District.

A successful plan for creating a HMG system includes the identification and recruitment of partners and a process for involving them in the planning and implementation of a HMG system.

The comprehensiveness of stakeholders who agree to partner and participate in this work is extremely important in setting the stage for success.

Experience with HMG to date suggests that four key partnerships are essential for the success of implementing HMG:

- State Early Childhood Special Education (i.e., Part B)
- State Early Childhood Special Education (i.e., Part C)
- State Health Department (i.e., Title V)
- State Chapter of the American Academy of Pediatrics (AAP) (i.e., Physician Champion)

Examples of other potential partners include, but are not limited to:

- Advocates for children and families
- Assuring Better Child Development (ABCD) Projects
- Children's Trust Funds
- Colleges and/or Universities
- Early Care and Education programs
- Early Childhood Comprehensive Systems (ECCS) grantees
- Fatherhood Initiatives
- Foundations
- Children's Hospitals
- Home Visiting Programs
- Information and Referral Systems [e.g., 2-1-1 services; Child Care Resource and Referral CCR&R) programs; Specialized Call Centers]
- Infant Mental Health Associations
- Learn the Signs Act Early Teams
- Parent groups
- Preschool School Early Intervention Programs
- State Medicaid Agencies
- State Child Welfare Agencies
- State Department of Education's early childhood programs
- Strengthening Families
- United Way (Local or State) agencies and programs (e.g., Success By 6)

The Help Me Grow National Center (Help Me Grow National) recognizes that states may request affiliate status. Help Me Grow National will aim to bring those states into affiliation as they demonstrate readiness to move forward toward fidelity to the Help Me Grow system core components and structural requirements and a willingness to meet the responsibilities of affiliation.

Responsibilities of Help Me Grow Affiliates:

1. Designate a project manager that serves as a local convener/facilitator of planning and related meetings for the Help Me Grow leadership team
2. Create a leadership team with identified partners who are committed to implementing Help Me Grow in their state
3. Participate in regularly scheduled technical assistance quarterly calls with Help Me Grow National staff
4. Provide reports for the Help Me Grow website and annual forum
5. Participate in webinars and learning collaboratives
6. Fund travel, lodging and meals for at least two participants to attend the Help Me Grow annual forums
7. Share relevant marketing materials, data and documents with Help Me Grow National
8. Share agreed-upon common indicators data with Help Me Grow National
9. Demonstrate a commitment to fidelity to the model, always including the four core components: 1) child health care provider outreach; 2) community outreach; 3) centralized telephone access point; and 4) data collection. Establish a plan for the three structural requirements: 1) an organizing entity; 2) a strategy for expanding statewide; and 3) the implementation of a continuous quality improvement plan.
10. Agree to contract with Help Me Grow National for recommended on-going technical assistance and support. Hours and cost to be determined.

Help Me Grow National Startup Costs includes:

- Review of key documents, interviews with critical stakeholders, research on resources and agencies by National Center staff in preparation of site visit
- Two day preliminary site visit by National Center staff to meet those involved and observe the related systems, programs and services in operation including home visiting
- National Center staff will produce a strategic plan for implementing a Help Me Grow System that will include results of stakeholder meetings, recommendations, questions raised, and guidance on next steps. Recommendations on the need for further technical assistance will be identified.
- Ongoing consultation will be based on key components of a Help Me Grow system. In addition, monthly technical assistance conference calls will assist affiliates in implementation

Responsibilities of Project Manger include:

- Duties include, but are not limited to:
  - Serve as key contact to the Help Me Grow National Center;
  - Serve as convener/facilitator of planning and related meetings for the state/site;
  - Coordinate site activities, including assistance with travel and meeting arrangements, support in the preparation of meeting agenda, and invite local participants;
  - Coordinate and participate in regularly scheduled, monthly calls with the National Center;
  - Provide timely response to questions and inquiries from HMG National;
  - Provide relevant information for the HMG website and forum;
  - **Participate in the annual Help Me Grow National Forums (2014 dates: April 2-4th in Miami, Florida**; and
  - Inform HMG National of any changes in personnel, activities, or commitment to project goals.

For more background on Help Me Grow, please visit our website:
www.HelpMeGrowNational.org

Title: Status, Perceptions and Needs of Food and Nutrition Education Programs in CACFP Early Childhood Education Centers of the District of Columbia

Thesis/ Purpose:
Exploratory investigation of the status, perceptions and needs of food and nutrition education programs of early childhood education centers participating in the Child and Adult Care Food Program (CACFP) in the District of Columbia.

Project Coordinators: Bea Zuluaga and Sofía Bustos, CentroNía Food & Nutrition Department

Authors: Camila Idrovo, Raquel Redmond, Christian Gonzalez

Editors: Beatriz Zuluaga, Renata Claros, Esteban Morales, Patrilie Hernandez, Julia Howell-Barros

This study was conducted under the auspices of the SECDCC (State Early Childhood Development Coordinating Council

Background & Significance

One in three low-income children in the United States is overweight or obese before his or her fifth birthday.[1] Studies have shown that these children are not only at a greater risk for maintaining or increasing excess adiposity through adolescence and adulthood[2] but that at a young age they are already presenting risk factors for chronic conditions such as cardiovascular disease and diabetes.[3] These facts are concerning considering that many of these chronic diseases are leading causes of death in the United States, with heart disease and cancer accounting for almost half of all deaths in 2010.[4] Besides death, obesity can also impact quality of life as well as decrease productivity in affected individuals. It has been estimated that the health-related cost of obesity for US workers totals $73.1 billion a year and it is mainly due to presenteeism, or the decrease in productivity due to ill health.[5] Additionally, obesity has been linked to the presence of mental health illnesses such as depression and anxiety.[6] Child and adult obesity in the United States are also straining the healthcare system. In 2009 it was estimated that obesity in the United States would cost $344 billion dollars in healthcare by 2018 if trends were to remain constant,[7] and although the latest statistics by the CDC have shown a decline in rates of obesity in preschoolers of 19 states, rates are still constant in 21 states, including the District of Columbia, and have increased in three other states.[8]

Due to the negative and widespread cost to individuals and society, policy makers and health practitioners have placed prevention at the forefront for combating the obesity epidemic in this country. Because behavior is an important and modifiable factor of obesity[9], a crucial step in controlling the crisis has been to implement policies that seek to modify habits in children by

educating them on proper nutrition and exposing them to healthier alternatives at a very young age. Currently, there are various federal and state incentives to help schools create a healthier environment for children. These include increased regulations of established programs, such as the National School Lunch Program and the School Breakfast Program, as well as innovative approaches, such as the Farm to School Program and the Fresh Fruit & Vegetable Program, which have increased the availability of healthy foods in schools across the country. Other incentives include First Lady Michelle Obama's "Let's Move!" campaign, which combines nutrition and physical activity promotion, or USDA's "HealthierUS School Challenge" which is a certification program that recognizes schools who have been successful in improving their wellness programs.[7, 8] A notable example of a state initiative is the creation of the DC Healthy School Act of 2010, a comprehensive program for public and charter schools in the District of Columbia, that has put in place a set of regulations and incentives for schools to provide a healthier environment for their students. After its first year, the DC Healthy School Act ensured that schools serve free breakfast to all students, provided about $6 million in funding for schools to comply with new requirements, granted financial incentives to serve locally-grown produce, implemented higher standards for foods in vending machines and school stores, and created a stricter lunch menu criteria that emphasized the importance of whole grains along with a variety of fruits and vegetables in each meal served at schools.[10]

Despite all the efforts to improve nutrition and wellness at schools, incentives that target children in early childhood education programs are still lacking in comparison to those offered for school-age children. This has created a significant gap in obesity prevention considering that about half of obese children in the United States are already overweight by their second birthday.[11] With an increasing enrollment in early childhood education programs, wellness

initiatives for children under the age of five could reach as many as 12.5 million children who receive child care in the United States, that is, about 61% of young children in the country.[12] Of these children, at least 25% attend organized facilities, which include daycare and child care centers, nursery schools, preschools as well as Early Head Start and Head Start programs, where programs could be more easily implemented and regulated. [11] Current initiatives include USDA's Child and Adult Care Food Program (CACFP) which provides funding for nutritious meals and snacks in child care centers that serve primarily low-income families. Similarly, the "Let's Move! Child Care" campaign, an extension of First Lady Michelle Obama's "Let's Move!" wellness initiative, is intended to raise awareness on the importance of a healthy start for children in early childhood programs. In the District of Columbia, which houses about 32,422 children under the age of five[13], CACFP participating centers are eligible to apply for the "I am Healthy, I am Happy" Challenge Grant which is designed to strengthen the wellness environment of early childhood centers by providing funds to improve and promote nutrition and nutrition education of children, staff, and parents.

It is especially important to include early childhood education centers in obesity prevention strategies because they target children at the age when they are first forming their food preferences, thus, impacting food choices later in life. As Birch and Fisher point out in their article "Development of Eating Behavior Among Children and Adolescents" published in the journal of Pediatrics: "The early exposure that children have to fruits and vegetables and to foods high in energy, sugar, and fat may play an important role in establishing a hierarchy of food preferences and selection."[14] Birch and Fisher suggest that early childhood education centers can provide an opportunity to increase the availability and accessibility to a variety of foods helping young children establish food preferences later in life. Another important reason

for increasing nutrition promotion for young children is based on studies that have shown that children are born with the ability to self-regulate food intake and that adult behavior and feeding practices can affect the way children react to internal cues of hunger and satiation.[15] Programs that promote self-regulation at an early age can help children establish healthy eating habits that will be taken into adulthood.

In the District of Columbia, where 30.4% of children live in poverty[16] there is not enough information on whether or not child care centers are informed about the federal and state wellness initiatives previously mentioned or if they have the means to achieve the standards set forth. The high rate of poverty among children in the District as well as the prevalence of African American and Hispanic communities makes it essential to gather more information on the food quality and nutrition education offered at child care facilities that cater to low-income families, such as CACFP participating centers, as nutrition deficits and obesity are more common among these at-risk groups.[1] Hence, this study was devised to gauge the readiness and level of interest of a sample of CACFP participating child care centers of the District of Columbia in providing healthy food and nutrition education for children under the age of five. The study will serve as an exploratory investigation of the relationship between early childhood care and current nutrition services and practices as well as a survey of the perceptions of different stakeholders (directors, teachers, and parents) on improving food quality and nutrition education in these facilities. The results of the study may hopefully serve as a tool to promote initiatives that consolidate obesity and wellness interventions for young children which will be instrumental in closing the gap between early childhood care and school incentives. Closing this gap will strengthen child obesity prevention programs overall and help to support child health and development from the start.

Objective and Research Aims

The overarching goal of this study is to gather more information regarding the status of food quality and nutrition education programs offered at early childhood centers in the District of Columbia, as well as to survey the perceptions of different stakeholders (directors, teachers, parents) on the nutrition programs provided at their centers. As a result, we hope to raise awareness on the importance of nutrition-based education interventions for young children and to better inform policy makers so that they may effectively target funds to support early childhood nutrition and improve long term health outcomes for the children in the District of Columbia.

The study surveyed 15 CACFP participating child care centers in the District of Columbia to assess the quality of their food and nutrition education services and to determine the perceptions and willingness of different stakeholders for improving these services. The study focused primarily on exploring the perceptions of different participants based on the Health Belief Model, which is a theoretical model that states that personal beliefs about certain health-related conditions, such as obesity, determine health behavior in individuals. [17] The Health Belief Model is a useful approach in nutrition services for young children because it enables comparison between perceptions of different stakeholders, or persons responsible for the provision of food for these children (directors, teachers, and parents), with the actual quality of nutrition services offered at the center. This comparison is beneficial because it can point out the misalignments between these two variables and guide recommendations to align perceptions with actual quality of services. This alignment is essential because it is the willingness and

perceived need of these stakeholders that will trigger improvements in the provision of nutrition services in early childhood centers.

The specific aims of this study are:

1. To review the state of the nutrition and nutrition education of 15 CACFP participating child care centers in the District of Columbia based on the "I am Healthy, I am Happy" program standards.
2. To survey the perceptions of different stakeholders (directors, teachers, parents) regarding the quality of food and nutrition education offered to children at the participating centers.
3. To evaluate the readiness and willingness of the centers to improve the quality of food and nutrition education provided to children at the participating centers.

Research Design & Methods

Participants

This study included 15 licensed early childhood education centers participating in the Child and Adult Care Food Program (CACFP) in the District of Columbia. Center directors, teachers, including lead and assistant teachers, and parents were surveyed using questionnaires. The centers were chosen based on location and voluntary participation. All eight Wards in the District of Columbia were represented in this study. Ward 1 had the largest representation of centers with 23.5% of centers (four centers). Wards 2 and 3 had the smallest representation with 2.1% (one center each). The centers ranged in size from 25 to 185 children, serving children ages zero to five.

Measures

Through the use of three simple questionnaires we wanted to gauge the food and nutrition status of the participating centers. Questionnaires were tailored to three different stakeholders: directors, teachers, and parents. The questionnaires used can be found in Appendix 2. Each questionnaire, which had 14 questions in total, was divided into three sections: food, nutrition education, and quality. Questionnaires were made available in English and Spanish to facilitate comprehension across different communities.

Food

Questions in the food section were directed to finding out information about the menus, meal style, and overall opinions of food quality. Directors answered the questions in this section to determine if centers prepare food in-house, get their food catered, or if parents were responsible for bringing food for their children. In those cases where food was prepared in-house or catered the questionnaire also asked who was in charge of creating and/or reviewing the menus. We were also interested in knowing whether meals were severed in family-style or as pre-plated meals. From teachers we wanted to get their opinion on the food served and how they interact with children during lunchtime. Similarly, we wanted to know parents opinions on the food served at the center. In addition, we wanted to get an idea of what children are being fed at home.

Nutrition Education

Questions in the nutrition education section were written to assess curriculum needs as well as to gather information about nutrition and wellness promotion activities at the centers. Directors were asked specifically about professional development with regard to nutrition and wellness, nutrition and wellness outreach to parents, and promotion within the center. Teachers were also asked similar questions in an attempt to determine if there were any disparities between directors and teachers. From parents we wanted to know their opinion on sites offering nutrition education programs, whether they received any nutrition and wellness information from their center, and if they had any nutrition education activities at home.

Quality

This section was dedicated to finding out exactly what directors and teachers feel they need in order to make changes at their center in terms of food and nutrition education. First and

foremost, we wanted to know if they are satisfied with the current program and to assess the level of importance the staff gives to this topic. Parents were also asked if they are satisfied with the current food service and nutrition initiatives at their center and if there are any changes they would like to see implemented.

Procedures

Each center director was contacted directly through email and by phone to arrange a meeting. At each meeting, directors were given a questionnaire to fill out on site and meetings with teachers and parents were scheduled. If meeting times were not specified follow up emails and phone calls were placed. Meetings with parents were generally held during "pick-up" time to ensure that we would reach as many parents as possible. Seven centers (46.67%) filled out the teacher questionnaires without any member of the research team present. At each parent meeting we offered fruits or smoothies as an incentive to complete the questionnaire. This encouraged participation among parents. There was a minimum participation of 17.3% and a maximum of 40.0% participation from parents.

Menu Analysis

One breakfast and one lunch menu from each center was analyzed for nutritional content. A sample weekly menu can be found in Appendix 3. The first Wednesday from each menu sample was selected for nutritional analysis. The NutraCoster Professional Program (version 2.1 revision 130, 2009, SweetWARE, Oakland, Calif) was chosen as the tool to do the menu analysis. Each item on the date selected was entered into the program as one single item. The same nutrition information was used for items that appeared multiple times on menus from different centers.

The menu items were analyzed using portion sizes listed on the menus. In cases where the portion size was not listed items were analyzed using standard portion sizes. The minimum portion sizes were as follows: ¾ cup fluid milk, 1 ½ oz meat or meat alternative or ⅜ cup cooked dry beans or peas, ½ cup vegetables and fruit, ½ slice of bread or bread alternative. Once all menu items were analyzed we calculated total calories (kCal), fat (g), saturated fat (g), sugar (g), and sodium (mg) for breakfast and lunch, including milk, for each center. Breakfast and lunch values were added and compared to two thirds of recommended intakes for children ages one to three (1,000-1,400 calories/ day, 30-40 g total fat/ day, 2,300 mg sodium/ day, and 20 g sugar/ day). There is no recommended intake for saturated fat.

Each menu was also compared to CACFP's "I am Healthy, I am Happy" award criteria, which measures wellness at early childhood education centers. All centers were compared to the "Red Apple" award level, which is the lowest qualifying level to access more funding for implementing wellness initiatives at the centers. If a center met the standards for that level they were then compared to the standards for "Green Apple", the following level. "Golden Apple" is the highest level for the "I am Healthy, I am Happy" certification but none of the centers were eligible for this award level. Inferences were made if the menus were not detailed based on the names of items listed and their usual ingredients. Snack menus were included in the analysis of centers that were being reviewed to determine if they met the "Green Apple" award level standards.

Statistical Analysis

To interpret project data, pivot tables were the primary data analysis tools used to evaluate questionnaire responses. As a data summarization tool within Microsoft Excel, pivot tables allowed for the cross-referencing of information across director, teacher, and parent

questionnaire responses. Results were based on questionnaire results from 15 center directors, 153 teachers, and 233 parents.

Protection of Human Subjects and Ethical Considerations

This study is intended to benefit the children in participating centers and other centers in the District as well as the directors, teachers, and parents by better informing policy-makers so that they may use resources more efficiently and create policies that have more lasting results in improving the wellness of children in early childhood settings. A top priority of this investigation is to protect the privacy and identity of participating centers, as well as individual interview respondents. No private information of individuals was collected or stored and minimal collection of demographic information was taken as to prevent disclosure of participant's identity. Participants were not discriminated based on gender, age, race, ethnicity, or religious affiliation. The study was intended to pose less than minimal risk to the participants and its participation was completely voluntary and could be terminated at any point.

Results

Food Service

All of the centers reported participating in USDA's Child and Adult Care Food Program. Ninety-five percent of parents surveyed reported that their children eat at the center. Depicted in Figure 1 is the distribution of different types of food service offered by the sample centers. Sixty percent of centers (9) have their food catered while 27% centers (4) prepare their food in-house. Thirteen percent (2) of centers reported "other," in which case they required parents to bring food from home for their children. Additionally, fifty-three percent of centers reported that the director reviews the menus, 47% reported that the catering company reviews the menus, and 40% reported that staff also played a role in reviewing the menus, including school cooks or other staff members.

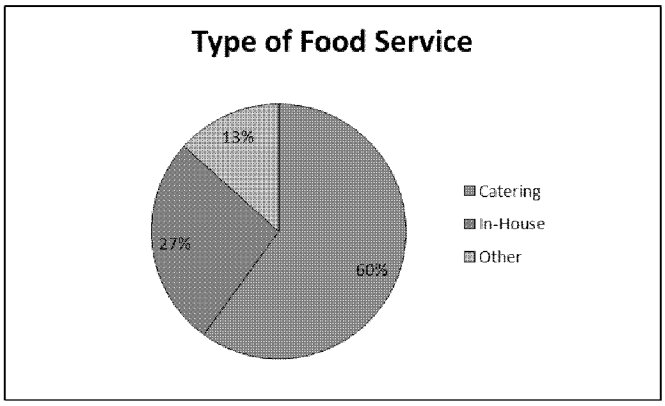


Figure 1

Fifty-three percent of the centers reported serving their meals family style which is the recommended style of food service for children in child care settings, while 33% serve their meals pre-plated. Sixty-three percent of teachers reported eating with children during lunchtime and 52% reported serving lunch to their students. Family style meals are recommended because studies have shown that children eat less fruits and vegetables and consume more calories when they are served pre-portioned meals. [18] In addition to eating a more balanced meal, family style

meals reinforce social skills, strengthen serving skills, give children control over their eating, and encourage them to try new foods if they see adults modeling for them. [19]

Quality

Parents and teachers were asked whether they thought the food served at the center was "healthy." Seventy-seven percent of parents reported thinking the food was "healthy," compared to 75% of teachers. Eighteen percent of teachers responded that the food was "sometimes healthy." Less than 2% of teachers and parents reported that the food was "not healthy." As seen in Figure 2, parents were the most satisfied with the food served at 71%, compared to 63% of teachers and 53% directors. Thirty percent of teachers were "somewhat" satisfied compared to 27% of directors and 25% of parents. Additionally, 20% of directors were not satisfied, compared to 7% of teachers and 4% of parents.

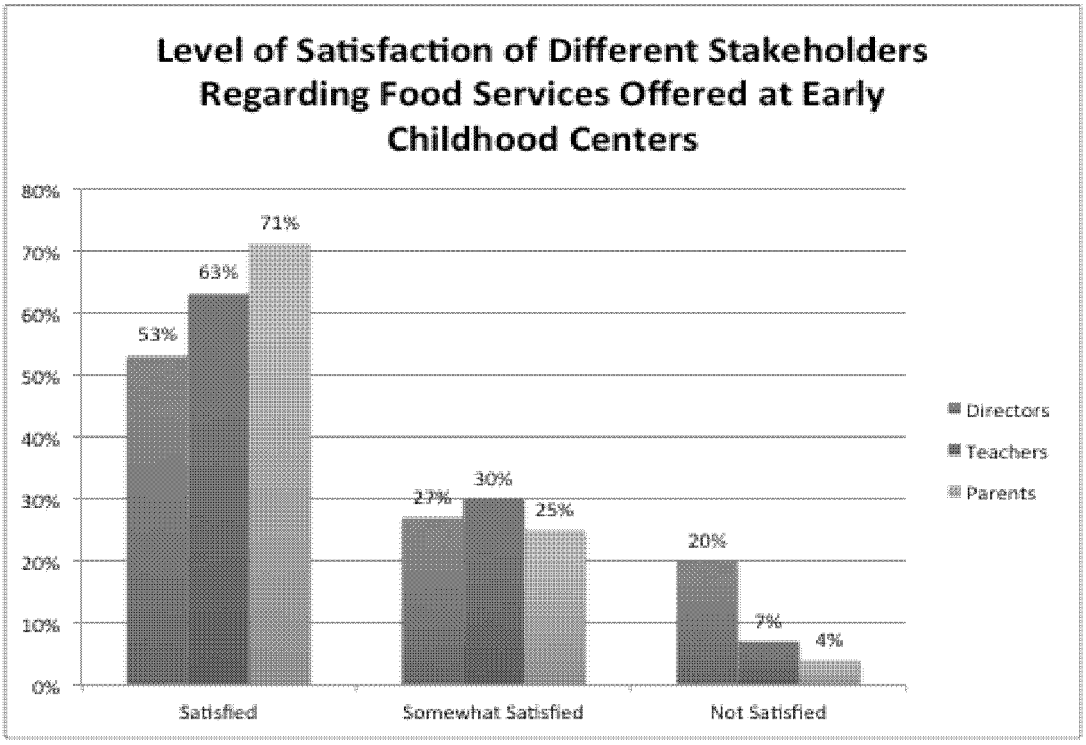


Figure 2

Nutritional Content of Menus

The results of analysis of the calories, total fat, saturated fat, sugar, and sodium of the breakfast and lunch menus are reported in Figures 3 to 7. It should be noted that following the established food guidelines set forth by CACFP may not guarantee a quality nutrition profile of meals served overall. Also, the quality of food may be inconsistent in these childcare centers across weekly menus. Twelve centers provided menus for analysis. Two centers do not serve food at the center and one center was not able to provide a menu.

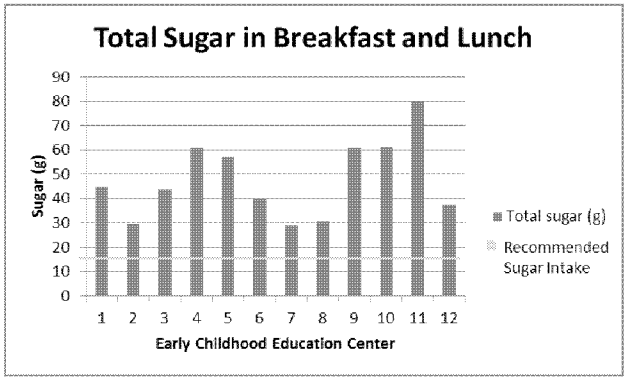


Figure 3

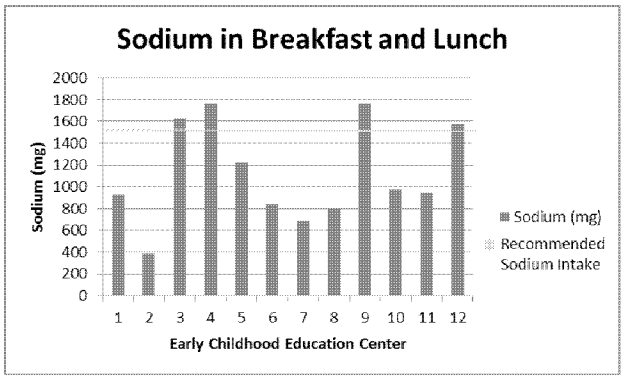


Figure 4

The amounts of sugar, sodium, calories, total fat and saturated fat of breakfast and lunch samples for each center were compared to two-thirds of the recommended daily intake of each for children ages one to three. Centers that provide breakfast and lunch should be providing about two thirds of the daily intake that children have for the day. As seen in Figure 3, all centers were over the sugar limit of 13 g with the highest intake being 79.74 g. Four centers were over the sodium limit, shown in Figure 4. Two centers were over the recommended calorie intake range for two-thirds of the day, as seen in Figure 5. Interestingly, both centers use the same catering company. Additionally, four centers were under the recommended calorie limit for two-thirds of the day. In terms of total fat, four centers were within the recommended range and eight centers were below, shown in Figure 6. Although there is no recommended intake of saturated fat, the highest intake was 9.72 g and the lowest intake was 2.19 g, as seen in Figure 7.

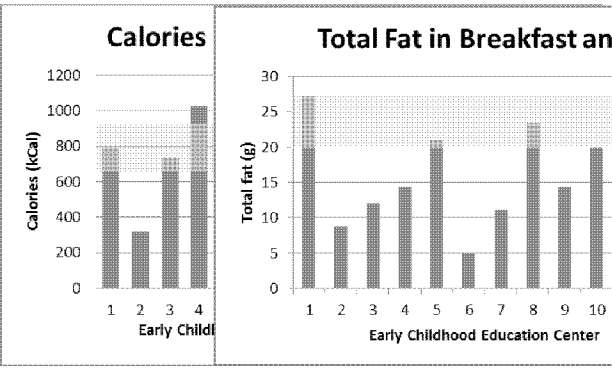


Figure 5

Figure 6

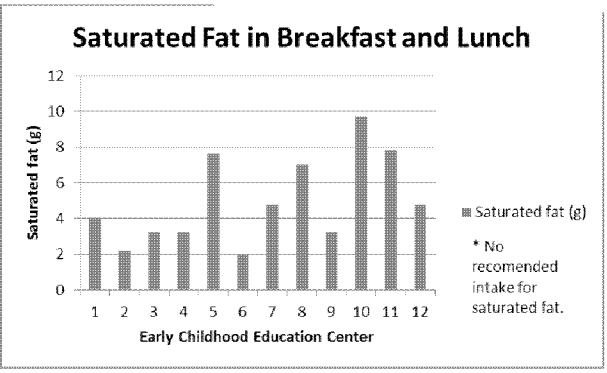


Figure 7

Results of analysis of menus in relation to "I am Healthy, I am Happy" award levels can be found in Appendix 1. This standard was used because all centers that participated in this study are eligible to apply for awards through their involvement with CACFP. "I am Healthy, I am

Happy" is a program that provides incentives for centers participating in CACFP to improve and maintain their wellness environment. Menus were analyzed based on the established criteria for the three award levels, which grade the quality and variety of the food offered. We found that five centers out of 12 that serve breakfast and lunch at their centers are eligible for the "Red Apple" award level. Of these five centers, none were eligible for next award level, which was the "Green Apple" award.

Eight centers were not eligible for any award levels, three of which were only missing one criterion that prevented them from being eligible for the "Red Apple" award level. These eight centers were disqualified because they served either fried/pre-fried meats or vegetables more than once per month. All five centers that were eligible for the "Red Apple" award level lacked a lean meat or meat alternative served as a snack at least once per week for consideration for the "Green Apple" award level. Four out of those five centers lacked a bright orange vegetable served at least once per week at any meal or snack. Three out of those five centers also lacked a vegetable served at snack at least twice per month and different whole grains served at least twice per week. Snacks were the biggest factor that prevented centers from achieving the "Green Apple" award level.

Nutrition Education

A holistic approach towards nutrition education is necessary in order to engage key players influencing nutrition habits in young children. This approach includes the use of different tools such as a nutrition curriculum for children, the establishment of a wellness policy for the centers, the training of teachers and staff, as well as parental outreach and involvement to promote healthy habits at home.

Nutrition Curriculum and Wellness Policy

Sixty percent of directors reported that their centers do not use a nutrition education curriculum while 27% reported using their own. At the same time, 79% of teachers reported that they teach a nutrition curriculum; 59% reported of them teach it every day and 82% use it at least once a week. Seven percent of teachers said they never use a nutrition curriculum. Sixty-two percent of parents reported that their children learn about nutrition and wellness at the center, while 32% stated that they "don't know." Six percent of parents reported that their children do not learn about nutrition and wellness at the center. However, most parents (86%) felt that nutrition education is "very" important to have at the center, compared to 14% who felt it is "somewhat" important and less that 1% who stated that it was "not at all" important to have nutrition education at the center. Forty-seven percent of directors reported having a wellness policy while 53% while 78% of teachers stated they followed a wellness policy.

Teacher and Staff Professional Development

One question inquired about the number of hours of professional development for teachers and staff that was dedicated to nutrition education each year. The Child Development Associate (CDA) Credential, which is a national credential for early childhood educators, requires at least 45 hours of professional development to be renewed every two years. [20] Of those hours, there is no minimum requirement for time spent learning about nutrition education. In the study, the professional development questions were intended to gather information of how prepared teachers were to teach their students about nutrition. Sixty-seven percent of directors reported having at least two hours of professional development dedicated to nutrition a year, while 27% having six or more hours. One center reported not including nutrition as a component of professional development. It is important to include that 69% of parents reported thinking that

their child's teacher was knowledgeable about food and nutrition while 28% reported that they "don't know."

Parent Outreach and Nutrition Promotion

Directors reported that the most popular form of outreach for parents were handouts (47%) and workshops (33%). Three centers reported having no nutrition and wellness outreach for parents. The most popular forms of nutrition promotion within the centers were posters (40%) and flyers (47%). Twenty-five percent of centers had "special days" for nutrition promotion. Teachers stated that the most utilized form of nutrition and wellness promotion for parents were "individual conversations" (49%), handouts (29%) and workshops (23%). Eighteen percent of teachers did not participate in nutrition and wellness outreach activities for parents. At the same time, 35% of parents reported that they do not receive information regarding nutrition and wellness at the centers. Parents who received information reported that they were most likely to receive it via handouts (32%) or workshops (19%).

Quality

As seen in Figure 8, parents were the most satisfied with the nutrition education at their center (73%), compared to 65% of teachers and 20% of directors. Forty-seven percent of directors were "somewhat" satisfied compared to 25% of parents and 23% of teachers. Thirty-three percent of directors were not satisfied, compared with 12% of teachers and 5% of parents.

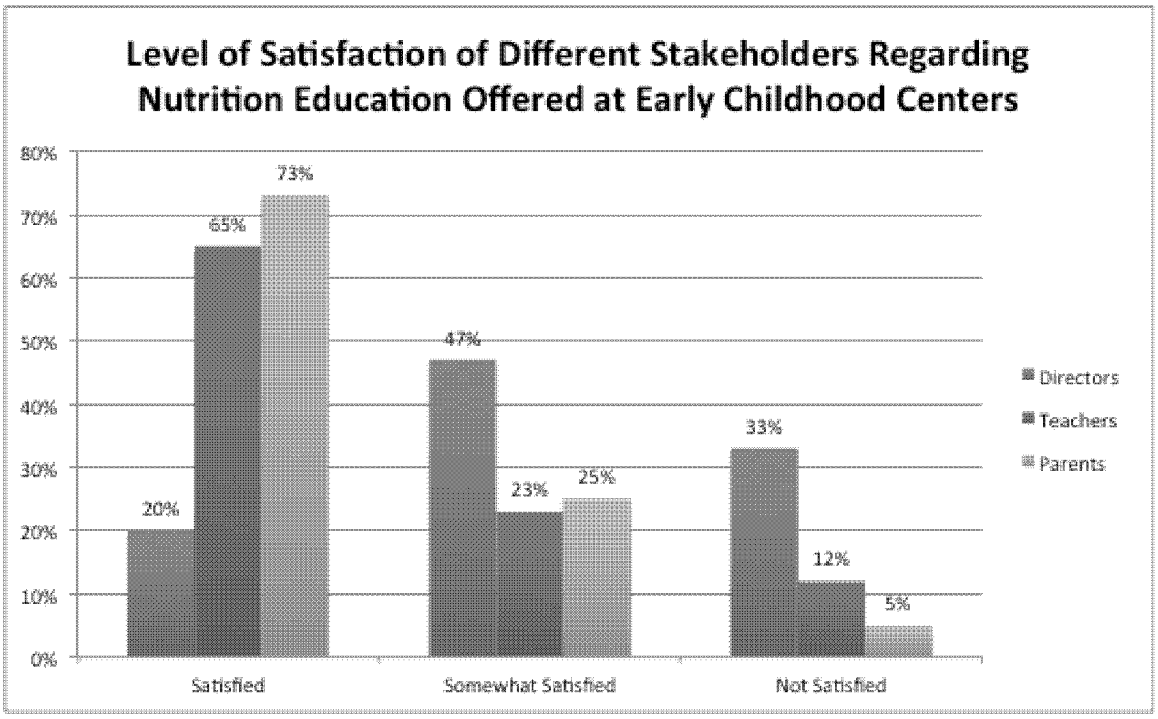


Figure 8

Needs and Willingness to Change Offered Services

Seventy-three percent (11) of directors said they would be willing to make changes to both the food quality and the nutrition education at the center, while 13% (2) of directors were no willing to make any changes. One director was only willing to make a change in food quality

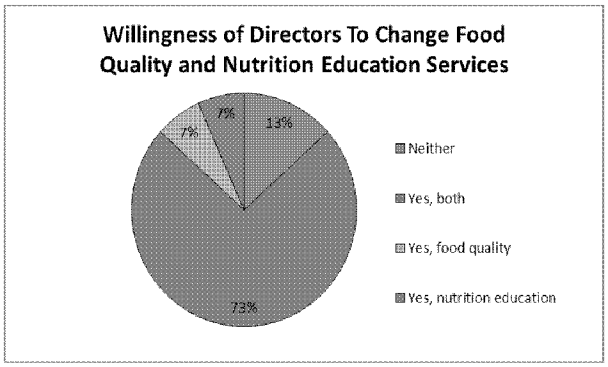


Figure 9

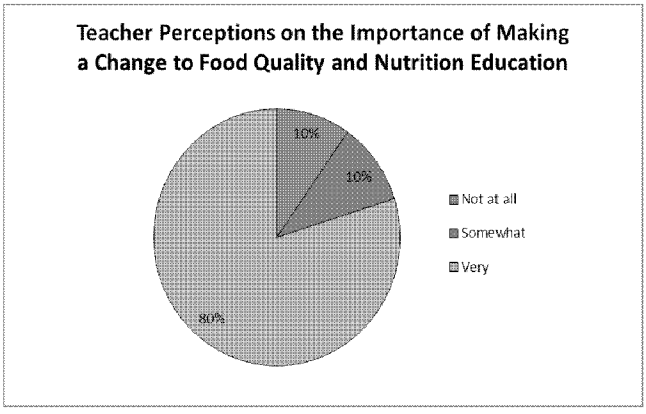


Figure 10

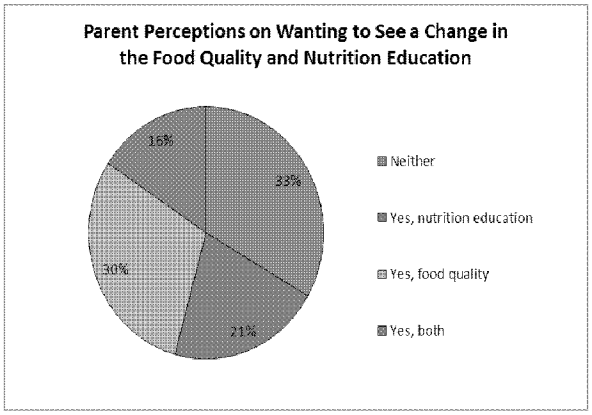


Figure 11

and another director was only willing to make a change in nutrition education offered at their center. To make changes the directors stated they would need financial assistance (80%), materials (73%), curriculum (67%) and equipment (47%). Likewise, 80% of teachers felt it was "very" important to make a change in food quality and nutrition education at their center. Seventy-five teachers provided feedback on what they would need to make changes which included more training on nutrition, age-appropriate materials and more parental involvement. Thirty percent of parents reported wanting to see a change in the food quality of centers while 21% reported wanting to see a change in the nutrition education at their center. Sixteen percent of parents wanted to see a change in both. On the other hand, 1 in 3 parents said they would not like to see a change in either the food quality or the nutrition education at their center.

Discussion

Food Preparation and Perceptions

A positive trend was observed between stakeholder involvement as described by method of food preparation (in-house, catered or brought by parents) and the overall satisfaction of respondents with the food quality offered at the centers. Additionally, there was a negative trend between the method of food preparation and the willingness of participants to change services offered at the centers. As seen in Figure 12, 100% of directors with in-house

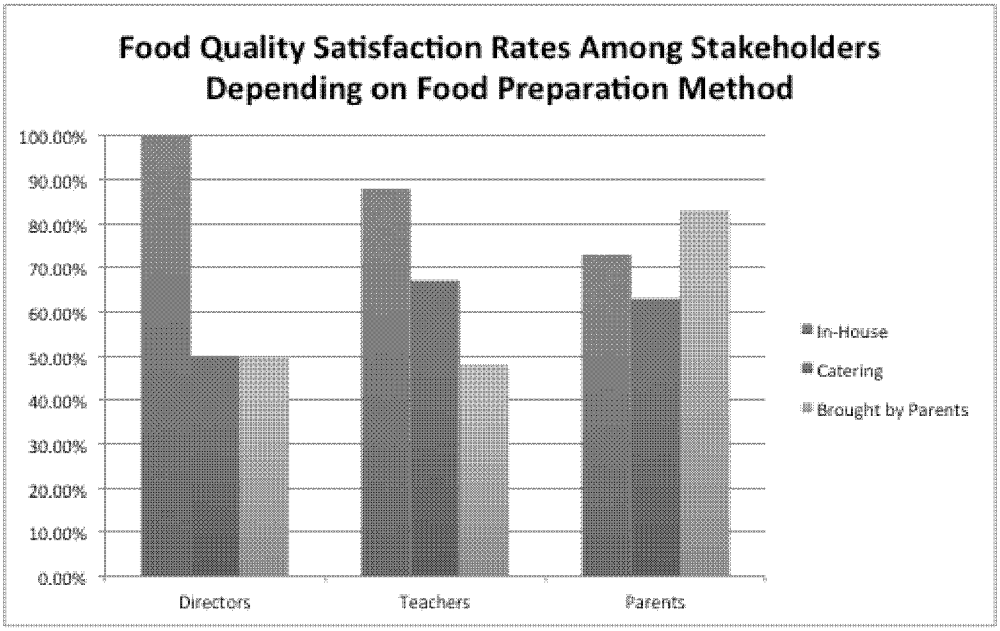


Figure 12

preparation were satisfied with the food offered while 50% of directors from centers who used catering and 50% of directors from centers where parents brought their own food were satisfied with the food quality. Similarly, 88% of teachers with in-house preparation were satisfied with the food at the center, compared to 67% of teachers from centers where parents brought their own food and 48% of teachers from centers that used catering. On the other hand, parents were more satisfied with food prepared at home showing a satisfaction level of 83%, compared to 73% satisfaction from parents whose children went to centers with in-house preparation and 63% satisfaction from parents whose children's food was catered.

The trend between food preparation and satisfaction with both food quality and nutrition education revealed that, in general, respondents from centers that prepared their food in-house were more satisfied than the centers that catered their food, as well as those centers where parents brought their own food. Most notably, centers that catered their food appeared to have the lowest satisfaction among the three groups. One explanation for this trend is that participants were more satisfied when the food was prepared in-house because they perceived the quality to be better compared to respondents from centers that used a catering service. Their perceptions could be linked to the actual quality of the food, as well as to their expectations of quality as in

society there has been a tendency to perceive "homemade" foods as being "better" than catered or store-bought meals. It is important not to disregard the possibility that participants may have over reported their satisfaction rating particularly in centers that had in-house preparation because they were more directly responsible for the quality of the food and may have felt they needed to portray a positive image of their center. Because of this, in future investigations it may be helpful to use a rating scale method for satisfaction questions as it allows respondents to provide more nuanced answers.

Comparing food preparation methods and satisfaction is important because it provides the possibility of analyzing people's perception of quality of food services depending on how involved they are in the food service process. Observing higher satisfaction of more involved participants, such as seen in Figure 12 where parents who bring their own food were the most satisfied with the food quality offered to their children, highlights the importance of creating and supporting programs that enable centers to take charge of food preparation and overall nutrition in the center. However, because the level of personal satisfaction and healthiness of the food prepared may not be congruent, it is important to properly educate all parties involved in nutrition before they make decisions as to what should be served. This is especially important in the long term because, as seen in Figure 13, there was a negative trend between involvement in food preparation and willingness to change food quality or nutrition education at the center. Seventy-five percent of directors with in-house preparation were willing to change the food quality or the nutrition education in their centers, compared to 88% of directors who had catering and 100% of directors from centers where parents provided the food. Similarly, 74% of teachers from in-house preparation centers reported that it was very important to make a change in food and nutrition education at their center, compared to 78% of teachers from catered centers and

95% of teachers from centers where parents provided the food. This negative trend could be due to the fact that centers that are more involved in food preparation have a more developed nutrition education program. Another explanation could again be that centers that are more involved feel the need to over report the satisfaction of their services and be less willing to change pre-established methods.

Perceptions of Food vs. Quality

There was no correlation between the nutritional value of meals and the method of food preparation. From the centers that prepared their food in-house (2), one was above the recommended intake of total fat, calories, sugar, and saturated fat. The other center was above the recommended intake of sugar and saturated fat and below the recommended intake of calories. Centers that had their food catered had similar results; therefore, there was no significant difference between foods prepared in-house versus catering. This corroborates the idea that respondents may perceive the food prepared in-house as more satisfying regardless of whether the food was actually healthier than that served by the catering companies.

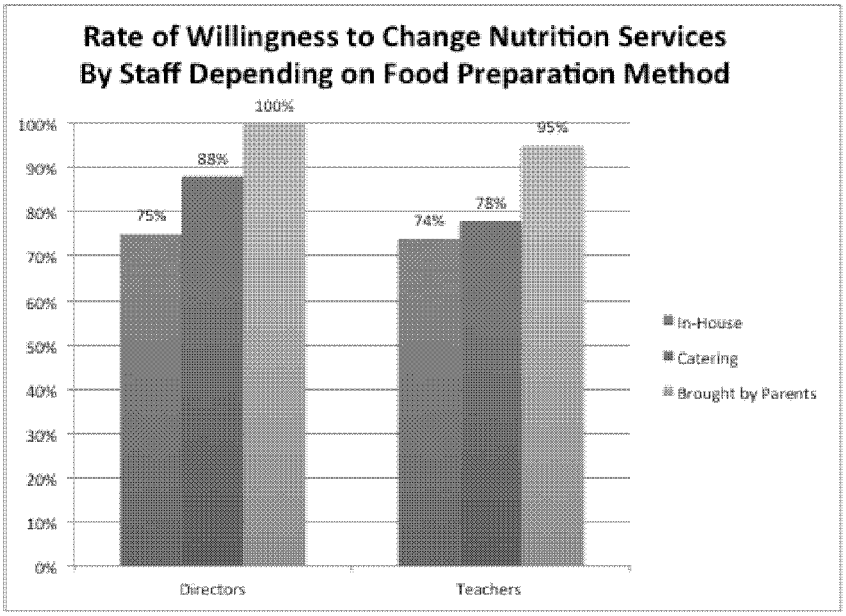


Figure 13

An important note should be made about sugar and fat content of the meals served at the centers. All centers surpassed the recommended daily intake of 13 g of sugar, with one center serving six times the recommended daily value at 79.74 g. Additionally, only three centers fell under the appropriate range of total fat while the other centers provided less fat than recommended value. Fats are essential for child development making it a priority for children to be provided with adequate amounts in their diets. [21] Nevertheless, fat intake at schools should be balanced with estimated fats eaten at home because surpassing the recommended value can lead to increased adiposity. On the other hand, studies has shown that excess sugar, especially found in sweetened beverages, has been linked to a higher risk of obesity in children.[22] Because of this, it is important that centers monitor and reduce sugar intake of children, particularly by limiting sugary beverages, which includes 100% fruit juices that contain high levels of naturally-occurring sugars.

Nutrition Education and Perceptions

A trend was also found between the level of satisfaction with the food and nutrition education and the implementation of a nutrition curriculum at the centers. As seen in Figure 14, 67% of directors with centers who reported having a nutrition curriculum were satisfied with the food compared to 44% who did not have a nutrition curriculum. Likewise, 74% of teachers with a nutrition curriculum were satisfied with the food at the center compared to 53% who did not have a nutrition curriculum. Similarly, 83% of parents whose children attended a center with a nutrition curriculum were satisfied with the food compared to 57%.

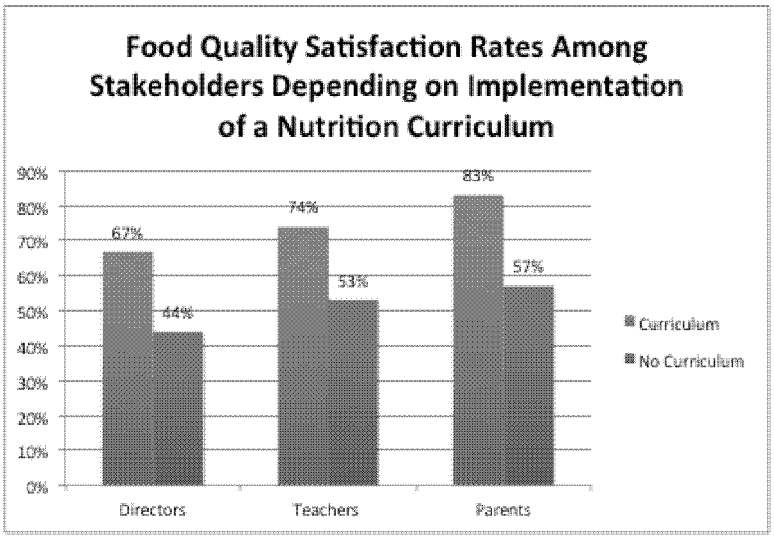


Figure 14

As seen in Figure 15, in terms of nutrition education directors presented a low level of satisfaction across the board, with 33% of directors who implemented a nutrition curriculum being satisfied, compared to 11% of directors who did not have a nutrition curriculum. More teachers and parents reported being satisfied with the nutrition education, with 78% of teachers from centers who implemented a nutrition curriculum, compared to 51% of teachers who did not have a nutrition curriculum and 83% of parents from centers that had a nutrition curriculum compared to 57% whose children did not attend a center that implemented a nutrition curriculum. It is important to note however that parent responses may not fully portray the actual status of the nutrition education at the centers since many of them made comments about being unaware of whether their children received this type of instruction. This could have led them to answer randomly or over report their satisfaction with the nutrition education at their centers.

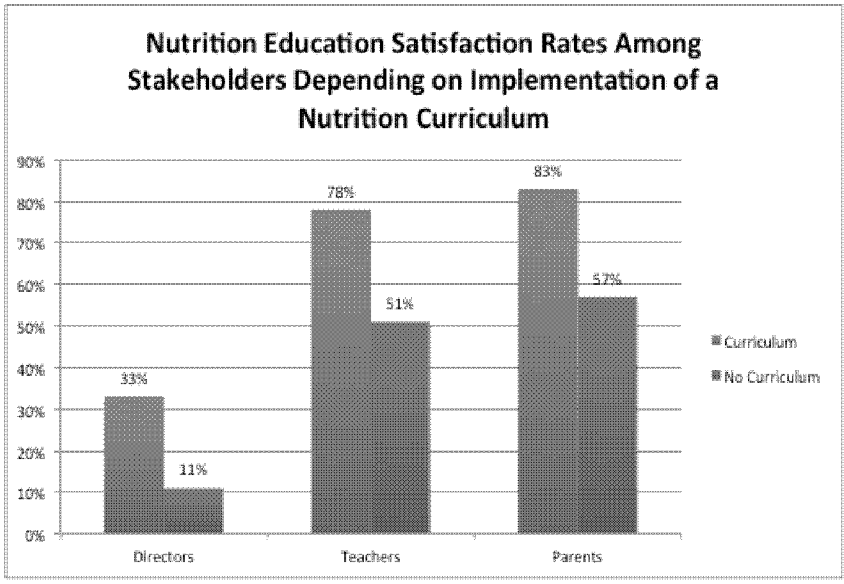


Figure 15

There was a negative trend between having a nutrition curriculum and the willingness to change from different stakeholders regarding the food quality and the nutrition education at the

center. While 67% of directors with a nutrition curriculum said they were willing to make a change, 100% without a nutrition curriculum said they would make a change. However, teacher responses were very similar in both cases with 78% of teachers with a nutrition curriculum reporting that it was very important to make a change compared to 82% of teachers who did not have a nutrition curriculum. One possible explanation for this negative trend could be that centers that employed a nutrition curriculum had a more developed nutrition program compared to centers that did not have a nutrition curriculum and were, therefore, less willing to change their already established programs. To confirm this explanation, future studies should inquire about the existence and involvement in nutrition programs at each institution through interviews with directors.

Perceptions of Curriculum vs. Quality

As previously mentioned, directors had the lowest satisfaction rating (20%) for nutrition education provided at the centers compared to both teachers (65%) and parents (73%). At the same time, most parents (86%) said that having nutrition education at the center was "very" important for their children. It should be noted, however, that the 60% of centers that reported using a nutrition curriculum were referring to The Creative Curriculum, which is a comprehensive early childhood teaching framework that is not solely focused on nutrition. The Creative Curriculum is divided into different areas of child development such as cognitive, emotional, social, and motor skills, leaving it up to the directors and teachers to incorporate nutrition into each of these areas, especially through the introduction of new foods. Additionally, there is no oversight in regulating nutrition education for young children in the District of Columbia, which can create inconsistency in levels of nutrition literacy among the different centers.

Parental Reluctance to Change

Parental involvement is essential for successful implementation of nutrition programs for children under five because parents play a leading role in selecting and providing food for their children at home, especially during early childhood. Although only three centers reported not partaking in nutrition promotion for parents, most of the nutrition promotion at the other centers was done through handouts and posters rather than workshops and hands-on activities. The lack of focus on interactive nutrition promotion may help explain why many parents seemed unaware of the food offered at their center and, most notably, of the existence of nutrition education for their children and the level of teachers' nutrition knowledge and training. In addition to this, and potentially because of their lack of knowledge regarding nutrition services at the center, one third of parents responded that they would not like to see a change in food quality or the nutrition education. Less than half wanted a change in the food quality of their center (46%) while 37% stated they wanted a change in nutrition education. A possible explanation could be that parents related change in nutrition services with higher costs. Another important question that requires further exploration is the role that cultural perceptions and nutrition literacy play on the willingness of the parents to improve these services, as nutrition education may not have been a priority for this sample population.

Limitations

Throughout the study various limitations were revealed. To begin, there were two centers that did not serve food because parents were responsible for providing the meals. This created some problems with the results, particularly in the food and quality sections of the questionnaire. The answers received from these two centers may have skewed the results slightly because some

parents were filling out this section even if their children did not eat at the center. It is important to note here that even if parents are responsible for bringing food, centers interested in improving nutrition and wellness could provide parents with a set of guidelines for the food they pack for their children.

Another possible reason for skewed results, which was mentioned earlier, is that some centers may have answered the questionnaires wanting to depict a more positive image of the food and nutrition services they offer. Similarly, parents' responses may have been influenced by what they perceive their children should be eating at home rather than what they actually eat. Some parents also had a difficult time with the questionnaires. Many were rushed and did not read each question in its entirety before answering. Others had limited knowledge regarding the food and nutrition education practices at their child's day care center. Additionally, questions should not only be directed towards determining the levels of satisfaction of participants but should also incorporate statements that allow participants to explain what factors played a role in determining their satisfaction.

Another limitation was that there were some misunderstandings among respondents regarding basic concepts such as "wellness policy" and "nutrition curriculum." The question concerning a wellness policy seemed to cause some confusion particularly among teachers. While teachers were completing the survey it was observed that many discussed what the question meant and they generally came to the conclusion that it was a policy regarding sick children. This led to a discrepancy at some centers where directors stated that their center did not have a wellness policy while teachers responded the contrary. Another discrepancy between directors and teachers had to do with whether their center implemented a nutrition education curriculum and if they implemented nutrition education as part of professional development. In

some cases directors would state that they had no professional development for nutrition while teachers would report that they had 6 or more hours a year. It is important to note that professional development questions should not only measured in time spent learning about nutrition but should focus on the quality of the workshops for the teachers, which should include coaching as well as hands-on activities. Additionally, some directors stated that they did not have a nutrition education curriculum while teachers reported that they implemented a nutrition education curriculum every day. From observing teachers it seemed that some have a very loose definition of "nutrition curriculum" as some counted pointing out different food items to children during lunchtime as employing a nutrition curriculum.

It is important to note as well that certain quality questions asked participants whether they thought that the food served at their center was "healthy." The definition of what "healthy" is can vary among individuals as their perceptions can be affected by their level of education, nutrition literacy, and cultural background. Although it was not in the scope of this particular study, it would be helpful to explore personal perceptions of a "healthy" diet and compare them to a scientifically-based definition such as the one detailed in the Dietary Guidelines for American which was established by the US Department of Health and Human Services (HHS) to provide nutritional guidance for Americans. It would also be beneficial to study the determinants that define what is "healthy" for individuals, so that educational tools can be created in mind with people's preconceptions of health.

Conclusions and Recommendations

Based on participant responses, observations made by investigators who visited the centers, best practices from previous school-based programs and current nutrition incentives in early childhood programs, the following recommendations can be made:

1. Create a needs-assessment instrument to collect information on minimal requirements that centers need in order to create or consolidate nutrition-based services. Provide

assistance and incentives for centers that are unable to meet those minimum requirements, which may include financial support, equipment as well as technical assistance for teachers and directors.

2. Create and set standards for a nutrition curriculum specifically designed for young children. For children under five, it is important to work on repetition and hands-on activities so that they are better able to internalize the importance of nutrition and acquire basic nutrition literacy from an early age. The curriculum should be multidisciplinary and a component of everyday activities. It should also promote self-regulation which is essential for obesity prevention.

3. Set a minimum standard for hours spent on nutrition education during professional development. It is essential that teachers be well trained in nutrition literacy so that they can convey the importance of nutrition to children and their parents. It would also be helpful to assess and enrich the CDA nutrition component as well as the workshops offered by the OSSE so that teachers are better prepared to teach nutrition to young children.

4. Workshops for both parents and teachers should encourage involvement and be made accessible by catering to multicultural backgrounds and specific demographics. They should incorporate pertinent languages, provide convenient times for working parents and offer additional child care if necessary. Workshops should also include hands-on activities such as cooking classes so that parents can incorporate new practices at home more easily.

5. Encourage parental involvement in nutrition education at child care centers. It is essential for parents to be engaged in nutrition programs since they are major providers for their children and have a significant impact on young children's food preferences. Parents should be offered nutrition workshops and work closely with teachers and directors to create a wellness policy for each center.

6. Facilitate the creation of a nutrition network for early childhood centers. The network can serve as a resource for improving nutrition programs at the centers and advocate for better nutrition practices in communities.

7. Provide more incentives for child care centers to participate in nutrition programs. These incentives can be financial in nature but also through support of a nutrition network, as well as through the extension of school programs into early childhood settings such as the Fresh Fruits & Vegetables Program and the Farm to School programs.

These recommendations are aimed at consolidating a food service and nutrition education program for young children in the District of Columbia that is consistent across centers and that provides a baseline for proper nutrition at an early age. A stronger program can promote proper development and help prevent obesity and other health complications for children who attend day care centers. We hope that this exploratory survey starts a conversation on the importance of nutrition programs during early childhood and prompts the creation of future studies, more incentives for child care centers and the strengthening of nutrition practices for young children in the District of Columbia and across the country.

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Appendices

1. Tables: Red Apple and Green Apple Criteria

	Red Apple Criteria						
	Only unflavored milk is offered	Fried or pre-fried vegetables are served no more than once per month	Fried or pre-fried meats are served no more than once per month	Highly processed meats (hot dogs, bologna, etc.) are served no more than two times per month	The same fruit or vegetable is not served more than once in the same day	Whole grains are served at least one time per week	
ECE Center							TOTAL
1	1	1	1	1	1	1	6
2	x	x	x	x	x	x	0
3	1	1	1	1	1	1	6
4	1	1	1	1	1	1	6
5	1	0	0	1	1	1	4
6	1	0	0	0	1	1	3
7	1	1	0	1	1	1	5
8	1	1	1	1	1	1	6
9	x	x	x	x	x	x	0
10	1	1	1	1	1	1	6
11	1	0	0	1	1	1	4
12	1	1	0	0	1	1	4
13	0	1	1	1	1	1	5
14	1	1	0	1	1	1	5
TOTAL	11	9	6	10	12	12	

	A whole, fresh fruit OR frozen fruit without syrup or sauce is served at least twice per week	A bright orange vegetable is served at least once per week at any meal or snack	A dark green vegetable is served at least once per week at any meal or snack	A vegetable is served at snack at least twice per month	A whole, fresh vegetable OR frozen vegetable without sauce is served at least twice per week	A whole grain is served at least twice per week - a different whole grain is served each time	
ECE Center							**TOTAL**
1	1	0	1	0	1	0	10
2	1	0	1	1	0	1	11
3	1	0	0	0	1	0	9
4	1	0	1	1	1	1	12
5	1	1	1	0	1	0	11
TOTAL	5	1	4	2	4	2	
TOTAL	5	5	5	5	0	5	5	5

	A whole, fresh fruit OR frozen fruit without syrup or sauce is served at least twice per week	A bright orange vegetable is served at least once per week at any meal or snack	A dark green vegetable is served at least once per week at any meal or snack	A vegetable is served at snack at least twice per month	A whole, fresh vegetable OR frozen vegetable without sauce is served at least twice per week	A whole grain is served at least twice per week - a different whole grain is served each time	
ECE Center							**TOTAL**
1	1	0	1	0	1	0	10
2	1	0	1	1	0	1	11
3	1	0	0	0	1	0	9
4	1	0	1	1	1	1	12
5	1	1	1	0	1	0	11
TOTAL	5	1	4	2	4	2	

2. Sample Questionnaires

Director

Food

1. Where is the food prepared for your center?
    a. Catering
    b. In house
    c. Other: _____
2. Who creates or reviews the menus?
    a. Director
    b. Staff (Title:_____)
    c. Catering company
3. How many fresh fruits and vegetables are served per day (not including juice)?
    a. 0
    b. 1-2
    c. 3-5
4. How do you serve meals?
    a. Family style
    b. Pre-plated
    c. Other: _____
5. Which meals are offered every day? (Circle all that apply.)
    a. Breakfast
    b. Lunch
    c. Snack

Nutrition Education

1. Do you have a nutrition education curriculum and if so, what do you use?
    a. No
    b. Our own
    c. Other: _____
2. How many hours of professional development are dedicated to nutrition education each year?

a. 0 hours

b. 1-2 hours

c. 3-5 hours

d. 6 or more hours

3. What kind of parent nutrition and wellness outreach do you offer?
   a. Workshops
   b. Tastings
   c. Handouts
   d. Other: _____
   e. None

4. What kind of nutrition and wellness promotion do you do within the center?
   a. Posters
   b. Flyers
   c. Special days
   d. Other: _____
   e. None

5. Do you have a wellness policy?
   a. Yes
   b. No

Quality

1. Are you satisfied with the food served at your center?
   a. Yes
   b. No
   c. Somewhat
2. Are you satisfied with the nutrition education at your center?
   a. Yes
   b. No
   c. Somewhat
3. Are you willing to change the food quality and nutrition at your center?
   a. Yes, the food quality
   b. Yes, the nutrition education
   c. Yes, both
   d. Neither
4. What would you need to make changes in terms of food and nutrition education at your center possible?
   - ☐ Financial assistance
   - ☐ Staff training
   - ☐ Curriculum
   - ☐ Materials
   - ☐ Equipment

☐ Other: _____

Additional Comments:

Teachers

Food

1. How do you interact with children during lunchtime?
    a. I serve lunch
    b. I eat with them
    c. We talk about various topics
    d. N/A
2. What do you think of the food served at the center?
    a. It is healthy
    b. It is not healthy
    c. Sometimes is healthy
3. Are children introduced to a variety of new foods at the center?
    a. Yes
    b. No
    c. Sometimes
4. Do you provide drinking water in your classroom?
    a. Yes
    b. No
5. Do you like the food served at the center?
    a. Yes
    b. No
    c. N/A

Nutrition Education

1. Do you use any form of nutrition curriculum?
    a. Yes, what is provided
    b. Yes, my own lessons
    c. No
2. Do you do activities to promote nutrition and wellness with parents? (select all that apply)
    a. No
    b. Workshops
    c. Tastings
    d. Handouts
    e. Individual conversations
    f. Other: _____
3. How often do you teach nutrition to children?
    a. Every day
    b. Once a week
    c. Once a month
    d. Once a year
    e. Never
4. Do you follow a wellness policy?
    a. Yes
    b. No
5. How often do you reward children with food?
    a. Always
    b. Sometimes
    c. Every once in a while
    d. Never

Quality

1. Are you satisfied with the food served at your center?
    a. Yes
    b. No
    c. Somewhat
2. Are you satisfied with the nutrition education at your center?
    a. Yes
    b. No
    c. Somewhat
3. How important is it to you to make a change in food and nutrition education at your center?
    a. Very
    b. Somewhat
    c. Not at all
4. What would you need to make changes in nutrition education at your center?

Parents

Food

1. Does your child eat the food that is provided at the center?
    a. Yes
    b. No
    c. Sometimes
2. What do you think of the food served to your child at the center?
    a. It is healthy
    b. It is not healthy
    c. Can be improved
3. How many fresh fruits and vegetables are served at home per day (not including juice)?
    a. 0
    b. 1-2
    c. 3-5
4. Do you introduce new foods at home to your child?
    a. Yes
    b. No
    c. Sometimes
5. What does your child drink at home (not including milk)?
    a. Water
    b. Soda
    c. Juice
    d. Other: _____

Nutrition Education

1. Does your child learn about nutrition and wellness at the center?
    a. Yes
    b. No
    c. I don't know
2. How important is it to you to have nutrition education for your child at the center?
    a. Very
    b. Somewhat
    c. Not at all
3. Do you receive any information regarding nutrition and wellness from the center?
    a. Workshops
    b. Tastings
    c. Handouts
    d. Other: _____
    e. None
4. Do you talk to your child about healthy habits at home?
    a. Yes

b. No

5. Do you think the teacher is knowledgeable about food and nutrition?

   a. Yes

   b. No
   c. I don't know

Quality

1. Are you satisfied with the food served at your center?
   a. Yes

   b. No

   c. Somewhat

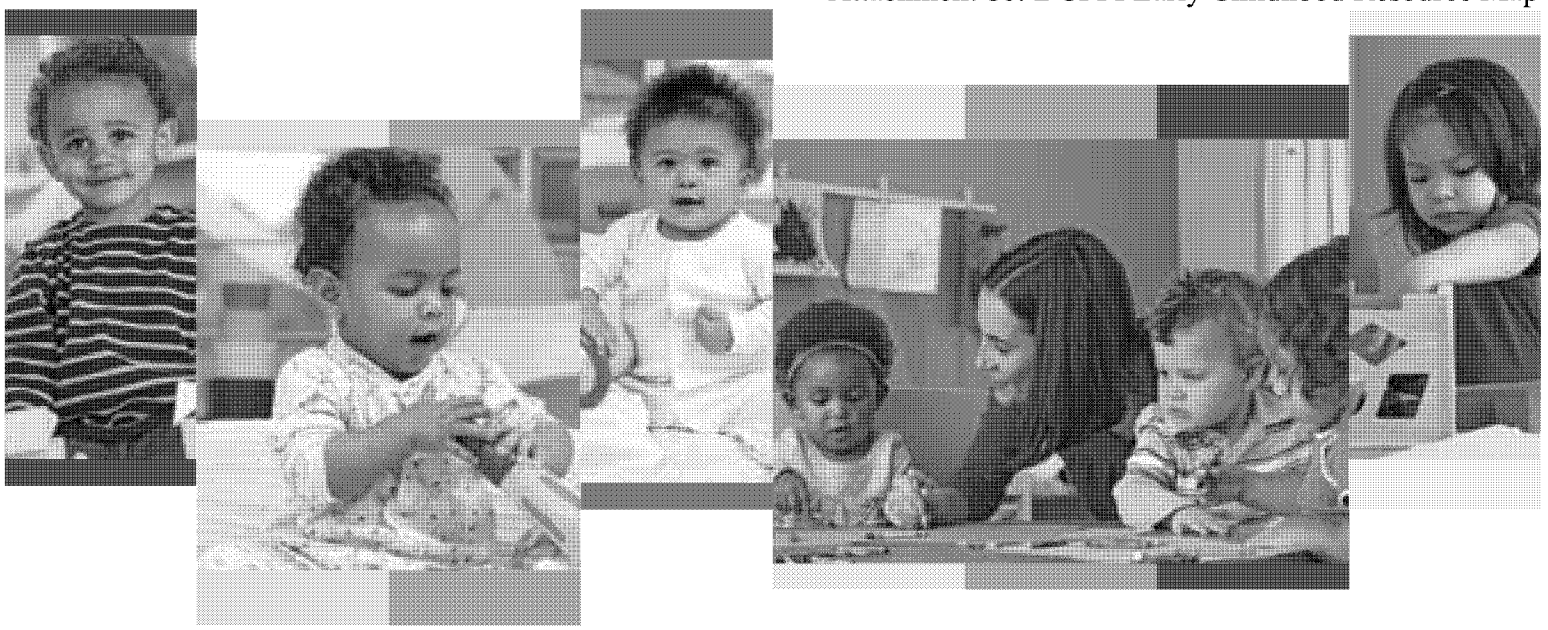
2. Are you satisfied with the nutrition education at your center?
   a. Yes
   b. No
   c. Somewhat

3. Would you like to see a change in the food quality and nutrition at your center?

   (Choose as many options as you want)
   a. Yes, the food quality
   b. Yes, the nutrition education
   c. Neither

3. Sample Menu

SAMPLE MENU OF SURVEYED CENTER				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Breakfast				
Whole Grain Honey& Oats Granola Bar (2 oz) Assorted Cereal (1.5 oz) Fresh Fruit - Whole Orange (6 oz)	Whole Grain Mini Bagels (2.25 oz) Turkey Sausage (2 oz) 100% Grape Juice (3/4 cup) Mixed Fruit Jelly (.12 gm)	Assorted Cereal (1.5 oz) Whole Grain Orange Muffins (2.2 oz) Fresh Fruit - Whole Red Apple (6 oz)	Whole Grain Biscuit (2.2 oz) Turkey Sausage (2 oz) 100% Carnberry Juice (3/4 cup) Mixed Fruit Jelly (.12 gm)	Assorted Cereal (1.5 oz) Whole Grain Corn Muffins (2.2 oz) 100% Fruit Juice (6 oz)
Lunch				
Whole Grain Chicken Fried Steak (3 oz) Chicken Gravy (2 oz) Natural Cut Oven Fries (3/4 cup) Whole Grain Brown Rice (1 cup) 100% Fruit Juice (6 oz)	Ground Turkey Glazed Meatloaf (3oz) Roasted Garlic Mashed Potatoes & Trukey Gravy (1 cup) Whole Grain Brown Rice (1 cup) Fresh Steamed Green Beans (3/4 cup) Fresh Whole Pear (6 oz)	Oven Baked BBQ Chicken (3 oz) Whole Grain Brown Rice & Red Beans (1 cup) Chicken Gravy (1/4 cup) Corn of the Cob (1 cup) Fresh Fruit - Whole Peach (6 oz)	Broccoli Salad with Chicken: Fresh Broccoli, Red Peppers, Strawberries, Whole Grain Rotini Pasta Noodles, Tomatoes Rasberry Vinagrette Dessing (1.5 cup) Turkey & Swiss Slider Sandwich on a Whole Grain Slider Roll (2 oz) Fresh Fruit - Whole Peach (6 oz)	Whole Grain Cheese Pizza (4.5 oz) Vegetable Medly with Carrots, Peas, Greens, Lentils & Broccoli (3/4 cups) Fresh Whole Banana (6 oz)



Early Childhood Education and Development in the District of Columbia: A Resource Map

It is increasingly clear that access to quality programs promoting the health and education of very young children is critical to their success in school and to their ability to achieve their full potential as adults. The needs of young children are complex—including health care, nutrition, cognitive development, and social development. In addition to a child's family, programs and services that are part of the DC early childhood system can also play a significant role in shaping their healthy development. Some parents and children also need special support that only public programs can adequately provide. As a result, it is even more important for the District of Columbia to deliver high quality, coordinated services to support young children and their families.

The District has about 30 programs across six public agencies that deliver early childhood education and development services for young children and their families. To help families better understand this landscape, the DC Fiscal Policy Institute examined public investment from federal and local funds in programs serving children from birth to age five for fiscal year 2011. Some programs work to provide safe and high quality early learning environments to help prepare children for school, others focus on early identification and intervention of children with special needs, and other resources are devoted to children's healthy development, nutrition, and family supports.

The enclosed "resource map" offers a snapshot of the District's early childhood education and development programs serving children from birth to age five. It shows what services are offered, the target population for each program, and how much is spent. The data for the resource map were collected directly from agency staff, as well as through budget documents and publicly released reports. Except where noted, fiscal year 2011 funding information is included.

Office of the State Superintendent of Education (OSSE), *osse.dc.gov*

OSSE is the District's state-level education agency. Its Division of Early Childhood Education focuses on ensuring that young children, from birth to start of kindergarten, have access to early childhood development programs and are well-prepared for school. The following OSSE programs offer early childhood services for DC residents:

Child Care Subsidy Program: The Child Care Subsidy Program helps low- and moderate-income families pay for child care, including before and after-school care, in licensed centers or family child care settings. In 2011, there were 193 licensed child development centers and 86 licensed homes providing services to subsidy-receiving families.[1]

Child Care Licensing: This program ensures that all child development facilities operating in the District of Columbia comply with the established child care regulations.

Professional Development: OSSE provides resources to increase the capacity of professionals working in early childhood programs to improve their quality rating. These resources include monthly training sessions, conferences, higher education scholarships, technical assistance and quality improvement grants.

Quality Rating and Improvement System: "Going for the Gold" is DC's Quality Rating and Improvement System (QRIS) with three levels (Bronze, Silver, and Gold) built on licensing requirements. Every child development facility receives a rating based on its quality to help inform the public about their child care choices. As of September 2012, the District is in the process of revising its QRIS.

Family Engagement: DC Child Care Connections provides child care referral services that help families access early education programs. Home visitation programs send trained professionals into the homes of at-risk families to help parents learn about all aspects of child development and to provide access to community resources.

Pre-Kindergarten: Legislation adopted in 2008 set a goal of providing universal access to Pre-Kindergarten education for all 3- and 4-year-olds in DC. OSSE provides funding for Pre-Kindergarten classrooms that meet established quality standards. Pre-K is offered to families through DC Public Schools, DC Public Charter Schools and publicly-funded child development centers.

DC Early Intervention Program (DC EIP): DC's Early Intervention Program serves families who are concerned about possible developmental delays of their infants and toddlers. Under Part C the federal Individuals with Disabilities Education Act (IDEA), DC EIP is responsible for services to young children, birth to three years old. After a child is referred to the program and parental consent is given, staff members conduct an evaluation of the child's various skills and develop an individual plan for services to meet identified needs. Early intervention services may include occupational, physical and speech/language therapy, special instruction, vision, or hearing services in the child's home or child care setting. Families may also receive counseling, training, and home visits to help them support their child's development.

1. Child Trends. District of Columbia Early Childhood Risk and Reach Assessment. http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/ChildTrends_RiskReach_final%20%282%29.pdf

Child and Adult Care Food Program: This federally-funded program provides reimbursement for meals and snacks for infants, toddlers, pre-schoolers, and school-age children in child care settings and emergency shelters. (It also provides funding for facilities that serve adults.)

DC Public Schools (DCPS), *dcps.dc.gov* and DC Public Charter Schools

Both DCPS and DC Public Charter Schools help to administer many programs for young children, including Head Start and Pre-Kindergarten. They also play a key role in the early identification and evaluation of children with special needs before they are school-age.

Early Stages: Early Stages is a DCPS program for children between the ages of 2 years 8 months and 5 years 10 months. It helps families identify developmental delays that their child may have and provides an evaluation to address those delays. These services are available free to all District families, whether their child goes to public school, private school, is home-schooled or has not yet entered school.

Head Start and Early Head Start

Head Start is a federal program that promotes school readiness of pre-school-aged children from low-income families, by offering comprehensive educational, nutritional, health, social and other services. DC also provides Early Head Start, which serves low-income infants, toddlers, pregnant women and their families who have incomes below federal poverty level. Funding flows directly from the federal government to individual grantees, which can be child care centers. Grantees may contract services to other agencies, and these programs are referred to as "delegates." In 2011, the six Head Start grantees in DC were: Bright Beginnings (Homeless Program), El Centro de Rosemount, United Planning Organization, Edward C. Mazique Parent & Child Center, DCPS Head Start, and Lt. Joseph P. Kennedy Institute. See here for a list of current grantees and delegates: http://eclkc.ohs.acf.hhs.gov/hslc/hslc_grantee_directory.

DC Department of Health (DOH), *doh.dc.gov*

The Community Health Administration within the DC Department of Health (DOH) focuses on improving health outcomes for targeted populations. The following bureaus within the Community Health Administration provide key early childhood services:

Child Adolescent and School Health Bureau

Immunization Program/Vaccines for Children Program: This program is federally-funded and provides vaccines free of charge to children under age 19 who are either Medicaid eligible, uninsured, American Indian/Alaskan Native, or underinsured. The program conducts annual assessments to determine immunization compliance for Head Start centers, licensed child development centers and schools.

Oral Health Division: This program conducts oral health screenings/dental examinations, fluoride varnish and dental referrals to Head Start and early Head Start children. It also provides education and training on oral hygiene techniques. Services are conducted in DC Public Schools and DC Public Charter Schools.

Project LAUNCH (Linking Actions for Unmet Needs in Children's Health) Grant: This is a five-year initiative that focuses on the wellness of young children (0–8 years) so they can thrive in safe, supportive environments and enter school ready to learn. The program brings local child-serving agencies together to coordinate policies and better serve the city's neediest families. The project incorporates five basic services to create more connected services: developmental assessments in a range of child-serving settings; integration of behavioral health programs and practices into primary care; home visiting programs; mental health consultations; and family strengthening and parent skills training. The program partners with other agencies including DOH, the Child and Family Services Administration, and DCPS' Early Stages to offer less fragmented service delivery. The program also provides workforce development for community-based organizations and has consultants in 12 child development centers. Funds were also used to pay for two consultants for the Healthy Futures program (see under DMH).

Project LAUNCH primarily serves communities in Wards 7 and 8 The DC Council on Young Child Wellness (DCCYCW) is the body that oversees all Project LAUNCH activities. Note that after fiscal year 2011, Project LAUNCH is shifting focus more towards workforce development and less on service delivery for home visitation.

Affordable Care Act (ACA) Maternal, Infant and Child Home Visitation Program: DC's home visiting program is intended to promote maternal, infant and early childhood health as well as the development of strong parent-child relationships. The program's key outcomes include prevention of child injuries or maltreatment; improvement in school readiness and achievement; and improvements in parenting skills. The DC Department of Health supports two evidence-based home visiting programs: Parents as Teachers (PAT) and the Home Instruction Program for Preschool Youngsters (HIPPY), within the high-need communities of Wards 5, 7, and 8.

No direct services were provided in FY 2011, but funding was provided in FY 2012 to two contractors to provide services—Mary's Center and Family Place.

Title V (Maternal and Child Health Block Grant): Title V, or the Maternal and Child Health Block Grant, is focused on the continued improvement in the health, safety, and well-being of mothers and children. In DC, this funding goes to support a number of programs, including oral health, pre- and post-natal health, and special health care services. Two grantees in FY 2011 that used Title V funding for their programs serving children from birth to age five are:

- **Advocates for Justice and Education, Inc. (AJE)/Parent Information Network**: The DC Parent Information Network provides family support services for children with special needs, ages 0-22, and their families. AJE provides families and providers face to face and online training on topics related to health care. Their main purpose is to help families navigate through the DC health system, connect families to resources in their communities, and help families develop skills to work cooperatively and effectively in decision making and planning on health related issues.
- **Mary's Center Mood Disorder Program:** This community-based non-profit organization provides services to children with special health care needs (ages 2-22) with a focus on behavioral health, ADHD or other special health care needs, and dental services.

Nutrition and Physical Fitness Bureau

Women, Infants, and Children (WIC): WIC is a federally funded nutrition program that provides nutrition education, breastfeeding promotion and support, and a monthly set of foods to supplement the diets of pregnant women, new mothers, infants, and children up to age five.

Perinatal and Infant Health Bureau

Fetal Alcohol Awareness Syndrome Prevention Program: This program, which is incorporated into the Safe Cribs program, educates pregnant women, women of childbearing age, and others on the dangers of alcohol consumption prior to and during pregnancy.

Genetic and Metabolic Screening Services: This program ensures that all infants born in the District of Columbia are screened for genetic and metabolic disorders at birth. The screenings are performed by hospital staff and reimbursed through Medicaid. The DOH staff person assigned to the program provides follow-up services for infants with inconclusive or positive screening results, including counseling, clinical evaluation, and diagnostic procedures.

Safe Cribs Program: This program educates caregivers on the importance of providing a healthy sleeping environment for infants, and it provides a free "pack-n-play" (portable crib/playpen) to caregivers seeking one.

Universal Newborn Hearing Screening Program: This program works with hospitals, primary health care providers, public health workers and others to ensure that every newborn is screened for hearing loss. Infants who do not pass the screening are linked with medical services.

DC Healthy Start I and II: This program aims to identify and reduce behavioral and medical risk factors among pregnant and parenting women, and to improve access to healthcare for mothers and children. Services include: outreach, home visitation, health screening, referral and linkages to medical and other services, social support, and health education. Participants are screened for risk factors such as obesity, hypertension, and asthma, depression and other mental health disorders, substance abuse and domestic violence. The program targets women with infants under three months of age, but services are provided through the child's second birthday.

DC Linkage and Tracking System (DCLTS): This program works to identify children from birth to five years of age who are at risk for developmental delays and disabilities or who exhibit signs or symptoms of developmental disabilities through early identification, tracking and linkage with appropriate services.

DC Department of Mental Health (DMH), *dmh.dc.gov*

The Children and Youth Services Division within the Department of Mental Health works to develop a coordinated system of care for children, adolescents and their families. The division's efforts to promote early identification and prevention include the following initiatives:

Early Childhood Mental Health Consultation/Healthy Futures: Healthy Futures provides early childhood mental health consultation to 27 child development centers, to build the capacity of staff to promote positive social emotional development and reduce problem behaviors. The program also provides consultation to children and families who are having socio-emotional difficulties.

Parent Infant Early Childhood Enhancement (PIECE) Program: The PIECE program primarily serves children six years of age and younger who are referred for behavioral therapy. The program involves play and art therapy, infant observation, and Parent Child Interaction Therapies, and supports parenting groups. Children can be referred through DCPS, public charter schools, Early Stages, Head Start, or self-referral.

Primary Project: This program provides screening and early intervention services for children identified with mild school adjustment issues in Pre-Kindergarten through third grade in 16 public schools and 14 Pre-K classrooms.

DC Department of Health Care Finance (DHCF), *dhcf.dc.gov*

The Department of Health Care Finance (DHCF) is the District of Columbia's state Medicaid agency. It works to improve health outcomes by providing access to comprehensive health care services for DC residents.

Medicaid Early and Periodic Screening, Diagnosis and Treatment (EPSDT): EPSDT entitles all Medicaid-enrolled children (birth – 21 years) to screenings, preventive health care, and medically necessary diagnosis and treatment. EPSDT mandates early and periodic preventive health services such as screening services, diagnostic services, and treatment or referrals to correct or improve health conditions. Anything identified for treatment is then paid separately with Medicaid funding, which is not included in this map. For more information on what types of services are provided at what stage, see the periodicity schedule at: http://dchealthcheck.net/resources/healthcheck/periodicity.html

DC Department of Parks and Recreation (DPR), *dpr.dc.gov*

The DC Department of Parks and Recreation (DPR) provides recreation and leisure services for residents and visitors to the District of Columbia. DPR supervises and maintains area parks, community facilities, swimming pools, and neighborhood recreation centers, and also coordinates a variety of recreation programs.

Cooperative Play Preschool Program (Co-Op): Through Co-Op, children ages 18 months through 5 years old are introduced to a structured play setting with activities that engage children mentally, socially, physically, and emotionally to prepare them for school entry. Parents and guardians assist the site facilitator with the activities.

District Department of the Environment (DDOE), *ddoe.dc.gov/service/lead-safe-and-healthy-homes*

The Lead and Healthy Housing Division within the District Department of the Environment consists of two branches focused on lead-safe and healthy homes for children.

Childhood Lead Poisoning Prevention Program (CLPPP) and Healthy Homes Program: Pediatricians are required by law to test all District children for lead twice, at ages one and two. The CLPPP is responsible for the processing of all blood lead test results for children under six years of age who live in the District, for the maintenance of the city's database of these results, and for the analysis of blood lead test results. If a child has an "elevated" blood level (ten micrograms of lead and above, per deciliter of blood), program staff provide case management services for their families. CLPPP staff also conduct outreach and proactive measures to prevent lead exposure. The Healthy Homes program includes a public-private partnership with several DC agencies and major District medical providers to identify and eliminate a range of health risks in homes with young children. These organizations make referrals to the Healthy Homes Program for serious asthma cases for children under age 18 and for homes with children under age six that are identified as high-risk for environmental health threats. The Healthy Homes Program then sends specialists to the homes for comprehensive assessments and recommendations, including a Care Plan for the occupant families and a Technical Assistance Report for property owners. For more information on these programs, see www.dchealthyhomes.com and www.ddoe.dc.gov/twicebytwo.

Compliance and Enforcement: This branch ensures that property owners and contractors who work on older buildings are in compliance with the District's lead laws. It is also responsible for lead abatement permitting, lead training provider accreditation, and the certification and monitoring of lead professionals. When a child is identified with an elevated lead level, an inspector accompanies the case manager to the residence to provide a comprehensive risk assessment and make sure steps are taken to eliminate identified hazards in the home. Enforcement staff also respond to complaints about peeling paint and about unsafe work practices involving pre-1978 properties.

EARLY CHILDHOOD EDUCATION AND DEVELOPMENT FUNDS AND SERVICES IN THE DISTRICT OF COLUMBIA FY 2011

Budget Cluster	PUBLIC EDUCATION SYSTEM	HUMAN SUPPORT SERVICES	PUBLIC WORKS
DC Agency	[illegible]	[illegible]	[illegible]
Division	[illegible]	[illegible]	[illegible]
Program	[illegible]	[illegible]	[illegible]
Total Program Funding (FY 2011)	[illegible]	[illegible]	[illegible]
Local Funding (FY 2011)	[illegible]	[illegible]	[illegible]
Federal Funding (FY 2011)	[illegible]	[illegible]	[illegible]
Federal Funding Agency	[illegible]	[illegible]	[illegible]
Federal Source	[illegible]	[illegible]	[illegible]
Target Population	[illegible]	[illegible]	[illegible]
Number Served in FY 2011	[illegible]	[illegible]	[illegible]
Services			
Early Learning and Development	[illegible]	[illegible]	[illegible]
Health (Includes nutrition)	[illegible]	[illegible]	[illegible]
Family Support and Engagement	[illegible]	[illegible]	[illegible]
Early Identification and Intervention	[illegible]	[illegible]	[illegible]

EXPLANATION OF TERMS

Cluster: [illegible]

Agency: DC government entity

Division: Division within DC agency

Program: [illegible]

Total Program Funding: [illegible]

Local Funding: [illegible]

Federal Funding: [illegible]

Federal Source: [illegible]

SERVICES

[illegible]

Trainer Approval Form
Revision FY13

TRAINER APPROVAL APPLICATION FOR INDIVIDUALS AND ORGANIZATIONS

Entity Information	Entity Name: Mailing Address: Website: Business or Tax ID: Type of Business: ☐ Non-profit ☐ For profit Is entity licensed to work in DC? ☐ Yes ☐ No

TRAINER APPROVAL APPLICATION FOR INDIVIDUALS AND ORGANIZATIONS

Primary Contact Information	Name of Primary Contact: Title/Position: Telephone Number: E-mail Address:
Approval Cycle	☐ Winter ☐ Spring ☐ Fall
Training Delivery Method and Content Level	Training Delivery Method: ☐ In person ☐ Web-based instruction ☐ DVD or CD instruction ☐ Other platform: *Select the level(s) for which your entity is prepared to train and/or coach* ☐ Basic ☐ Intermediate ☐ Advanced
Credits	*What will training participants receive after completing training?* ☐ Clock Hours ☐ Continuing Education Units (CEUs) ☐ International Association for Continuing Education & Training (IACET) Accredited ☐ CEUs delivered via partnership with (college/university):
Specialized Field	*Is your organization representing a specialized field with trainers who do not have early childhood/child development degree or experience?* ☐ No ☐ Yes, the field is:
Knowledge Area	*Select the Core Knowledge Area(s) for which you have experience in providing. Be prepared to provide evidence of mastery.* ☐ Child Growth and Development ☐ Building Family and Community Relationship ☐ Health, Safety, and Nutrition ☐ Curriculum ☐ Inclusive Practices ☐ Learning Environments ☐ Professionalism and Advocacy ☐ Diversity: Family, Language, Culture, and Society ☐ Behavioral Health Assessments ☐ Social-Emotional Development and Mental Health ☐ Physical Health Assessments ☐ Program Management, Operation and Evaluation ☐ Observing, Documenting and Assessing to Support Young Children and Families

Trainer Demographics (for informational purposes only)	**List Total Number of Trainers in Each Category** Gender: [ ] Female Trainers [ ] Male Trainers **Ethnic Origin/Race:** Hispanic Origin [ ] Yes [ ] No [ ] American Indian or Alaska Native [ ] Japanese [ ] Asian Indian

TRAINER APPROVAL APPLICATION FOR INDIVIDUALS AND ORGANIZATIONS

	[ ] Black or African American [ ] White [ ] Chinese [ ] Filipino [ ] Vietnamese [ ] Korean [ ] Other Asian: [ ] Other Pacific Islander [ ] Other: [ ] Native Hawaiian/Pacific Islander Language: Do your trainers speak a language other than English? [ ] No [ ] Yes, we have trainers that speak the following language(s):

Current List of Trainers Seeking Approval-THIS SECTION *ORGANIZATIONS ONLY*

Trainers providing professional development in DC must meet all DEL trainer approval requirements. List all individuals providing professional development on behalf of the entity. Attach pages 3-6 for each individual listed and provide supporting documentation for each.

Trainer	Core Knowledge Area(s)	Level	Highest Degree Attained
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
Additional <u>Organization-Level</u> Certifications (for informational purpose only; example: Maryland approved trainer, Red Cross, etc.)	**Certification Type**	**Certifying Agency or State**	**Expiration Date**

TRAINER APPROVAL APPLICATION FOR INDIVIDUALS AND ORGANIZATIONS

Evidence of Policy Alignment Organizations must demonstrate that their policy for hiring DC trainers meets all of the initial and ongoing trainer approval requirements as stated in the Trainer Approval Program Policy and Procedures Manual.	Do you have evidence on file that the trainers* listed in this application meet the requirements for the level and core knowledge area your organization is seeking approval in? ☐ Yes ☐ No Please attach resume and transcript for all trainers listed. Attachments: ☐ I have enclosed a copy of the organization's policy and procedures for hiring trainers* ☐ I have enclosed a copy of the organization's trainer* application form (blank) ☐ I have enclosed a copy of the organization's trainer* application form (completed copy from a current trainer's file)		

Trainer Name (ALL TRAINERS)	**Core Knowledge Areas**	**Level**

Credits Related to Core Knowledge Areas (complete for each core knowledge area selected, repeat as needed)			
Core Knowledge Area			
Full Title of Course		**Year Completed**	
Full Name of College			
Location – City & State		**Outside of USA?**	
Credit Level	☐ Undergraduate Level ☐ Graduate Level	**Number of Credits**	
Justification Why is course aligned with this core knowledge area?			

Core Knowledge Area			
Full Title of Course		**Year Completed**	
Full Name of College			
Location – City & State		**Outside of USA?**	
Credit Level	☐ Undergraduate Level ☐ Graduate Level	**Number of Credits**	
Justification Why is course aligned with this core knowledge area?			

TRAINER APPROVAL APPLICATION FOR INDIVIDUALS AND ORGANIZATIONS

Core Knowledge Area			
Full Title of Course		**Year Completed**	
Full Name of College			
Location – City & State		**Outside of USA?**	
Credit Level	☐ Undergraduate Level ☐ Graduate Level	**Number of Credits**	
Justification Why is course aligned with this core knowledge area?			

Core Knowledge Area			
Full Title of Course		**Year Completed**	
Full Name of College			
Location – City & State		**Outside of USA?**	
Credit Level	☐ Undergraduate Level ☐ Graduate Level	**Number of Credits**	
Justification Why is course aligned with this core knowledge area?			

Core Knowledge Area			
Full Title of Course		**Year Completed**	
Full Name of College			
Location – City & State		**Outside of USA?**	
Credit Level	☐ Undergraduate Level ☐ Graduate Level	**Number of Credits**	
Justification Why is course aligned with this core knowledge area?			

Core Knowledge Area			
Full Title of Course		**Year Completed**	
Full Name of College			
Location – City & State		**Outside of USA?**	
Credit Level	☐ Undergraduate Level ☐ Graduate Level	**Number of Credits**	
Justification Why is course aligned with this core knowledge area?			

TRAINER APPROVAL APPLICATION FOR INDIVIDUALS AND ORGANIZATIONS

Core Knowledge Area			
Full Title of Course		**Year Completed**	
Full Name of College			
Location – City & State		**Outside of USA?**	
Credit Level	☐ Undergraduate Level ☐ Graduate Level	**Number of Credits**	
Justification Why is course aligned with this core knowledge area?			

Core Knowledge Area			
Full Title of Course		**Year Completed**	
Full Name of College			
Location – City & State		**Outside of USA?**	
Credit Level	☐ Undergraduate Level ☐ Graduate Level	**Number of Credits**	
Justification Why is course aligned with this core knowledge area?			
Attachments	☐ I have enclosed a copy of my transcript(s), that includes the courses listed above, diploma and resume ☐ I have a degree from an institution outside of the United States and I have enclosed the foreign credential evaluation - see international degree policy		

HIGHER EDUCATION					
Degree Level	**Full Name of Degree**	**Date Awarded**	**Full Name of College**	**Location of College**	
				City & State	Outside of the USA?*
Bachelors					☐yes ☐no
Masters					☐yes ☐no
PhD or EdD					☐yes ☐no
Specialized Field* - Basic Level Only	Credential:		Awarded by:		☐yes ☐no

TRAINER APPROVAL APPLICATION FOR INDIVIDUALS AND ORGANIZATIONS

Prior Training Experience with Adult Learners -only 50% of the training submitted can include those provided to your employees or colleagues as a part of your job function. The -remaining 50% must include training delivered to external groups.					
Date	**Event**	**Where Was Training Held?**	**Topic**	**Clock Hours**	**Core Knowledge Area (s)**

Work Experience in an Early Childhood Setting				
Employer	**State**	**Length of Employment**	**Full-time or Part-time**	**Position**

Additional Certifications *(related certification)*		
Certification Type	**Certifying Agency or State**	**Expiration Date**

TRAINER APPROVAL APPLICATION FOR INDIVIDUALS AND ORGANIZATIONS

References					
Name of Reference		Title/Affiliation	Relationship to Applicant	Phone Number	Email Address
1.					
2.					

Confirmation of Eligibility	I attest that the information included in this attachment is, to the best of my knowledge, true and accurate. If approved, I will deliver trainings at the training level and in the core knowledge area(s) in which I have been approved. I understand that approval as a trainer through this attachment process is not equivalent to a certification, and does not guarantee employment as a trainer. _____ Signature of Individual Date:
Submission Procedure	Applications must be received in-person or emailed by the due date. Email Applications to: diane.mason@dc.gov Hand Deliver Applications to: Diane Mason Office of the State Superintendent of Education 810 First Street NE, 4th Floor

TRAINER APPROVAL APPLICATION FOR INDIVIDUALS AND ORGANIZATIONS

Sample Training Module
(*complete one for each core knowledge area and at the highest training content level you are seeking; please refer to module evaluation rubric in Trainer Approval Manual to understand how the module will be evaluated*)
Title of Training:

Length of Training:

Core Knowledge Area:

Level: ☐ Basic ☐ Intermediate ☐ Advanced

Target Audience:
check all that apply
[ ] Before/After School Age Program Staff
[ ] Staff Working with 0-2 Year Olds
[ ] Staff Working with 2-4 Year Olds
[ ] Staff Working with 4-5 Year Olds
[ ] Staff Working with K – 3rd Graders
[ ] Other (please specify) _____
[ ] Early Intervention/Special Education Staff
[ ] Program Administrators

Brief Description of Training:

Three Major Training Outcomes:

At the end of this training, the learner will be able to:
1.
2.
3.

Learning Opportunities and Training Pace:
(*must aligned with training outcomes, depth to content/Bloom's Taxonomy, core knowledge areas)*

Activity / Learning Opportunities	Length of Activity	Goal of this Activity

TRAINER APPROVAL APPLCATION FOR INDIVIDUALS AND ORGANIZATIONS

Methods of Delivery:
How will training engage auditory learners?

How will training engage kinesthetic learners?

How will training engage visual learners?

References/Resources:
What scholarly resources are used to support the training content? *(minimum 3 within the past 10 years)*

Title	**Source**		**Author**	**Date**
	Name of Source	*Type of Source*		

If this is an **intermediate and advanced** level training, please include pre-test and post-test.

If this is advanced level training, please include action plan or follow-up activity.

Trainer Approval Program Policy and Procedures Manual

Office of the State Superintendent of Education

Revised January 2013 *

*Policies and procedures are subject to change.

"If teachers are to set up classrooms where inquiry is encouraged, then they must be educated in ways that encourage inquiry."

Jacqueline Greenon Brooks
Teachers and Students: Constructivists Forging New Connections

Principle #5

"Providers of effective professional development experiences have an appropriate knowledge and experience base.

In addition to helping ensure the accuracy and quality of the material presented, meeting this principle is important for establishing credibility and legitimacy in the eyes of the participants."

Conceptual Framework for Early Childhood Professional Development
National Association for the Education of Young

"Developmentally appropriate practice in early childhood education is also a good model for effective practice in teacher education. Adult learners, like children need to play – that is they need to take initiative, make choices among possibilities, act and interact. And, as adults, they need to engage in dialogue and reflection about their experience. I believe that this process should characterize both college classes and in-service experiences. In both settings, learners should be doing more talking than their instructors do, and their talk should be based in their concrete experience."

Elizabeth Jones
Growing Teachers: Partnerships in Staff Development

"Even when teachers are new to the job, seem naïve, off-track, or inappropriate, they need to be respected.

Though as teacher trainers we may be called the expert, we should base our training on a belief that teacher learning will come more from what they know than from what we know."

Margie Carter and Deb Curtis
Training Teachers: A Harvest of Theory and Practice

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PROGRAM OVERVIEW:

The Goal & Purpose

The mission of the Office of the State Superintendent of Education, (OSSE) is to provide leadership and coordination to ensure all District of Columbia children from birth to kindergarten entrance have access to high quality early childhood development programs. A highly effective workforce is critical to fulfilling this mission.

Current research shows that when early childhood practitioners have higher levels of formal education and specialized training with support; they are much more likely to use evidence-based practices and possess an ongoing professional commitment to the field. Title 29 of the District of Columbia Municipal Regulations (DCMR) Chapter 3 Child Development Facilities requires that all staff in licensed early childhood and afterschool programs must provide evidence that they are receiving specialized training via continuing education and professional development activities. *Only trainings delivered by OSSE approved trainers, accredited colleges/universities or other OSSE approved sources are acceptable.*

The goal of the Trainer Approval Program is to serve as a quality assurance mechanism that provides the workforce with access to high-quality training opportunities which in turn will have a positive impact on the quality of teaching and learning.

The Need for Increased Quality

It is only natural that as the early childhood education field focuses its attention on increasing teacher quality, the need for high-quality trainers is also addressed. OSSE's Trainer Approval Program ensures that trainers have higher education credentials, prior training experience, and experience in the field. Approved trainers are well versed in specific Core Knowledge Area(s). Their education and experience are also aligned with their specific training content level. Additionally, OSSE will also provide ongoing professional development, monitoring and other supports for approved trainers.

Guiding Principles

The Trainer Approval Program is guided by the following principles:

- The trainer respects early childhood education as a profession
- The trainer delivers content that is researched-based and reflects best practices in the field and is committed to his/her own professional development
- The trainer aligns training content with the Core Knowledge Area and supports the implementation of *District of Columbia (DC) Infant and Toddler and Pre-Kindergarten Early Learning Standards.* Click here to learn more about the standards: http://osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/earlylearningstandards.pdf
- The trainer uses practice-focused content and links theory to practice
- The trainer recognizes and respects the diverse cultures, perspectives, abilities and learning styles of the adult learner
- The trainer values the adult learner and uses adult learning principles to design and deliver training
- The trainer adheres to the National Association for the Education of Young Children – Code of Ethical Conduct, Supplement for Early Childhood Adult Educators. Click here to learn more about the codes: http://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf

APPROVAL CATEGORIES:

The Three (3) Approval Categories

1. Individual
   - A person who provides early childhood/youth development training to the early childhood and afterschool workforce independent of an organization

   If Specialized Field -
   - A person who provides training to the early childhood and afterschool workforce on a specialized subject (i.e. Nurse, Firefighter, Accountant, etc.) independent of an organization

2. Organization
   - A legal organization that provides early childhood/youth development training to the early childhood and afterschool workforce. Organizations must demonstrate that their policy for hiring trainers is aligned with the trainer approval requirements.

   If Specialized Field -
   - A bona-fide organization that provides training to the early childhood and afterschool workforce on a specialized subject (i.e. Nurse, Firefighter, Accountant, etc.). Organizations must demonstrate that their policy for hiring trainers is aligned with the trainer approval requirements.

3. Government Partners and National Advocacy Agencies
   - This category may include specific OSSE Staff, DC Government Agencies, Approved Partners, or National Advocacy Organizations (For example, , Zero to Three, National Association of the Education of Young Children). If seeking exempt approval, please contact 202-727-8119.

4. Online Training
   - Online trainers that provide early childhood/youth development training to the early childhood and afterschool workforce must demonstrate that their programs are aligned with the trainer approval requirements. for review (i.e. DVD's Power Points Good Standing Ratings)

CORE KNOWLEDGE AREAS & CONTENT LEVELS:

Core Knowledge Areas

The Core Knowledge Areas, as defined by the Office of the State Superintendent of Education (OSSE), outlines the specific knowledge and skills professionals need to work effectively with all young children and families. The goals of the Core Knowledge Areas are to support the implementation of the *District of Columbia (DC) Infant and Toddler and Pre-Kindergarten Early Learning Standards* and create positive outcomes for young children and their families.

The Core Knowledge Areas are not isolated professional standards. They are aligned with the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation, the Child Development Associate (CDA) Competency Standards, DCPS Effective Schools Framework and the Federal Head Start Program Performance Standards.

Applicants must provide evidence that they have college credits aligned with the Core Knowledge Area(s) in which they plan to train and also meet other eligibility requirements. The Core Knowledge Areas are listed below with *some examples of topics* within each area:

1. Child Growth and Development
    a) Principles of child growth and development
    b) Domains and stages of development (motor, language, cognitive, social-emotional)
    c) Links between various aspects of development and learning

2. Observing, Documenting and Assessing to Support Young Children and Families
    a) Observation and assessment of children's behavior
    b) Screening instruments for all domains (motor, language, cognitive, social-emotional)
    c) Using observations and assessments in a effective way to support children and families
    d) Recognize the types and signs of child mental health issues

3. Health, Safety, and Nutrition
    a) Physical Development, Health and Safety
    b) Nutrition
    c) Types and signs of abuse, neglect, and violence; responsibilities and procedures for reporting abuse and neglect
    d) Developmental consequences of abuse, neglect, stress and trauma

4. Curriculum
    a) Planning and implementing a developmentally appropriate curriculum that advances all areas of children's learning and development
    b) Approaches to Learning, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Creative Arts
    c) Considering culturally-valued content and home experiences
    d) Strategies that offer choices and foster curiosity, problem solving and decision-making
    e) Planning and implementing a curriculum that is aligned with DC's Early Learning Standards

5. Inclusive Practices
    a) Characteristics of children with varied disabilities
    b) Adaptations of curricula to include children with disabilities in all classroom activities
    c) Interventions to enhance the growth and development of children with disabilities and development of the Individualized Family Service Plan (IFSP) or the Individualized Education Plan (IEP)

6. Learning Environments
   a) Creates learning environments that are responsive to the diverse needs of the abilities and interests of young children
   b) Strategies to implement learning environments that support developmentally appropriate practices (infants, preschoolers, school age)
   c) Adaptations to fully include children with special needs

7. Building Family and Community Relationship
   a) Principles and strategies that view families as functional and resilient with diverse values, cultures, unique temperaments and learning styles
   b) Establishing relationships and communication with families and other community systems that are productive, supportive and pro-active
   c) Issues, challenges, and services regarding mental health

8. Diversity: Family, Language, Culture, and Society
   a) Culture, language and ethnicity as a positive influence on a child's development
   b) Helping young children understand and appreciate different cultural traditions
   c) Science of language acquisition, research-based language acquisition models, and best practices in teaching English Language Learners

9. Program Management, Operation and Evaluation
   a) Approaches and techniques to plan, organize, and use available resources
   b) Effective strategies for working productively with staff and community resource individuals and agencies
   c) Techniques to conduct program evaluation and to implement program improvements
   d) Interpersonal development and communication including team building, collaboration, and conflict management principles and skills
   e) Fiscal planning and management

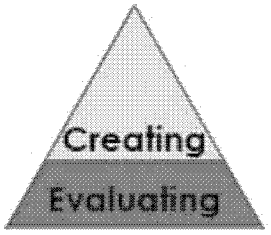
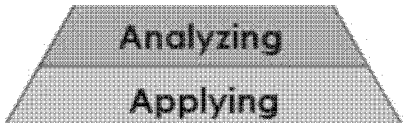
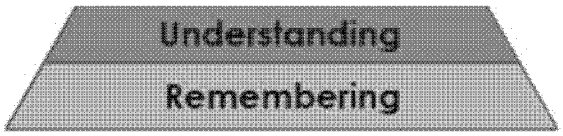
10. Professionalism and Advocacy
   a) Scope of the early childhood profession
   b) Impact of federal, state, and local standards, policies, regulations, and laws which govern and impact children, programs and early childhood professionals
   c) Approaches to evaluate one's professional skills and need for professional development
   d) Responsibility to work with other early care and education professionals, parents and the community to discuss and improve policies, laws, standards, practices that impact children, programs and the profession

11. Social-Emotional Development and Mental Health
   a) Social and emotional development
   b) Communication techniques for guiding young children toward self- direction and confidence
   c) Guidance and management strategies that support developmentally appropriate practices
   d) Approaches to provide supportive relationships with children and to foster positive peer-to-peer interactions
   e) Approaches to meet the mental health needs of all children

Training Content Level

The Trainer Approval Program recognizes that the workforce requires trainings at varying levels. Some practitioners need introductory level information while others understand the basics but need support applying the concepts they learn.

In addition to selecting a Core Knowledge Area(s), applicants must provide evidence that they meet the requirements to deliver trainings at a specific level.

Training Content Level	Alignment with Bloom's Taxonomy*	Training Goal
Advance		The training participant has applied the concepts and needs to understand how to evaluate and synthesize the effectiveness of implementation. Training participant is able to develop additional strategies to implement concepts learned.
Intermediate		The training participant understands the basics but needs to apply and analyze what is learned.
Basic		The concept is somewhat new and the training participant needs to identify and recall the basics.

* References

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A *taxonomy for learning, teaching and assessing:* A revision of Bloom's Taxonomy of educational objectives: Complete edition, New York: Longman.

Krathwohl, D. R. (2002). A revision of bloom's taxonomy: An overview. *Theory into Practice, 41* (4), 212-218.

INITIAL ELIGIBILITY REQUIREMENTS:

Initial Eligibility Requirements Matrix*

* See additional guidelines on page 10

Training Content Level	Minimum Higher Education Requirement*	Experience in Field*	College Early Childhood Credits Aligned with Each Core Knowledge Area*	Prior Training Experience with Adult Learners* (within the last 3 years)
Basic	Associate Degree in Early Childhood or a Closely Related Field from a Regionally Accredited College	3 Years in Early Childhood/Youth Development Setting	9 college credits	26 clock hours
Basic Specialized Field Example: Firefighter, Red Cross CPR and First Aid Trainer, etc.	Associate Degree in the Specialized Field from a Regionally Accredited College or Equally Valued Credential Recognized in the Specific Field	3 Years in specialized setting	9 college credits or 90 training/clock hours *credits must be relevant to specialized field* *limit 2 Core Knowledge Areas	
Intermediate Trainer can also deliver training at the Basic Level	Bachelors Degree in Early Childhood or a Closely Related Field from a Regionally Accredited College	3 Years in Early Childhood/ Youth Development Setting	12 college credits	36 clock hours
Intermediate Specialized Field Examples: Nurse, Accountant, etc. Trainer can also deliver training at the Basic Level	Bachelors Degree in a Specialized Field from a Regionally Accredited College	3 Years in specialized setting	12 college credits *credits must be relevant to specialized field* *limit 2 Core Knowledge Areas	
Advanced Trainer can also deliver training at the Basic and Intermediate Levels	Masters Degree or Higher in Early Childhood or a Closely Related Field from a Regionally Accredited College	3 Years in Early Childhood/Youth Development Setting	15 college credits	60 clock hours
Advanced Specialized Field Examples: Nutritionist, Social Worker, etc. Trainer can also deliver training at the Basic and Intermediate Levels	Masters Degree or Higher in a Specialized Field from a Regionally Accredited College	3 Years in specialized setting	15 college credits *credits must be relevant to specialized field* *limit 2 Core Knowledge Areas	

* One (1) course can only be used to support no more than 3 core knowledge areas

Guidelines for Initial Eligibility Requirements

- *Related Fields*

Related fields include:

Child Development, Elementary Education, Child and Family Studies, Youth Development, Human Development, Psychology, Child Psychology, Recreation, Social Work, Sociology, Education Leadership, Education Administration, Early Childhood Special Education and Special Education

- *College Early Childhood Credits Aligned with Each Core Knowledge Area*

These college-level credits can but do not have to be credits related to the higher education degree being submitted with the application. For example, an applicant who received an associates degree in child development in 1985 and took some additional college courses in 1990 can use any of the college credits accrued provided it is aligned with the core knowledge area(s) selected. The training content level will still be basic because the higher education degree is at the associates level. One (1) course can only be used to support no more than 3 core knowledge areas.

- *Experience in Field*

Experience in the field includes:

Afterschool positions, administrative positions, higher education faculty, coaches, mentors, teachers, teacher assistants, practicum/internships or any other experiences that requires direct interaction with young children and/or teaching staff. Specialized trainers will need experience in their specialized field.

- *Foreign Credential Evaluation*

All individuals who have completed educational studies at accredited post-secondary institutions located outside of the US MUST have their credentials evaluated by an agency recognized by the OSSE to perform foreign credential evaluations.

The evaluation MUST include the following:

- A US equivalency summary statement that includes the type of degree(s) earned and the degree or program major.
- A course-by-course listing of all courses completed that includes the number of credit hours and grade(s) earned for each course completed.
- A statement of verification attesting to teaching credentials or licenses held abroad (if applicable).

The OSSE recognizes foreign credential evaluation agencies that are current members the National Association of Credential Evaluation Services (NACES). A list of these agencies and their contact information may be found by visiting the NACES website at: www.naces.org

- *Regionally Accredited College*

There are six nationally recognized regional associations that accredit colleges in specific geographic regions. These regional agencies are recognized by both the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). These bodies also accredit online colleges and universities.

1. Middle States Association of Colleges and Schools - www.msche.org
2. New England Association of Schools and Colleges - www.neasc.org
3. North Central Association of Colleges and Schools - www.ncahigherlearningcommission.org
4. Northwest Commission on Colleges and Universities - www.nwccu.org
5. Southern Association of Colleges and Schools - www.sacscoc.org
6. Western Association of Schools and Colleges - www.wascweb.org & www.accjc.org

- *Training Experience with Adult Learners*

- *Distance Education Programs*

For distance education program, trainer refers to curriculum developer or training facilitator.

OVERVIEW OF APPROVAL PROCESS:

I. Initial Approval Application

Initial Approval Applications will be accepted and reviewed by OSSE staff quarterly (Winter, Spring and Fall cycles). Applications must be typed and received by email on or before the due date. Incomplete applications will not be reviewed. Please scan application with all attachments as one (1) document via a single email as directed. Upon approval of your application all applicants must register through the District of Columbia Professional Development Registry http://www.learndc.org/resource/district-columbia-professional-development-registry

2. Annual Report

Approved trainers are required to submit an Annual Report each year. The Annual Report documents the trainings delivered, identifies strengths and challenges, and provides other demographic data. Please note that random site visits will occur to gather additional performance information.

3. Renewal Application

All training approvals will remain active for a period of two (2) years provided that the individual/organization continues to demonstrate competence and adheres to the OSSE trainer approval policies. The Renewal Application document that the trainer has conducted two (2) complimentary trainings for OSSE's Monthly Training Calendar, attended one (1) train the trainer, and has accrued 30 continuing education clock hours.

1. Initial Approval Application			2. Annual Report	3. Renewal Application	
Application Due	**OSSE Review Period (45 days)**	**Applicant Notified about Application Status by**	**If Approved, Annual Report Due**	**Expiration Date**	**Renewal Application Due**
Winter Cycle January 30th	February 1-March 15	March 20th	Winter Cycle January 30th	March 20th 2 years after acceptance	Winter Cycle January 30th
Spring Cycle May 30th	June 1-July 15	July 20th	Spring Cycle May 30th	July 20th 2 years after acceptance	Spring Cycle May 30th
Fall Cycle September 30th	October 1-November 15	November 20th	Fall Cycle September 30th	November 20th 2 years after acceptance	Fall Cycle Sep. 30th

Note:

- **All current trainers certified before May 2010 must reapply for trainer approval under the new system launched in May 2010. The expiration date for all previously approved trainers is September 1, 2011. Please reapply for approval on or before May 30, 2011 to prevent a gap in your approval status.**

- **When an application or report submission date falls on a weekend or Federal holiday, the application deadline is automatically extended to the next business day.**

THE INITIAL APPROVAL APPLICATION:

Initial Approval Application for Individual Trainers Must Include -

1. Completed Initial Approval Application for Individuals which is signed, dated and includes all required attachments.

2. A current resume or curriculum vitae summarizing professional experience.

3. A copy of transcript(s) listing each successfully completed college course that is aligned with the core knowledge area(s) selected

4. A copy of higher education degree diploma or pertinent certifications/licenses (for specialized fields at basic level only).

5. References from individuals who can attest to the ability of the applicant to design and deliver trainings in his/her selected core knowledge area(s) and level. All applicants are required to submit two (2) professional references.

6. Completed "Sample Training Module" demonstrating the applicant's ability to design *at least* a two-hour training for each core knowledge area (for which applicant is applying) and at the *highest level* applicant is seeking approval.
Each module must:

- include clear and concise objectives
- include an outline of content that is consistent with Core of Knowledge and the depth of training content/Bloom's Taxonomy
- utilize training methodology, group process skills, and presentation techniques consistent with adult learning principles
- incorporate appropriate implementation strategies.

Initial Approval Application for Organizations Must Include -

1. Completed Initial Approval Application for Training Organizations which is signed, dated and includes all required attachments.

2. A copy of the Business License or Tax Identification Number

3. References from individuals or organizations that can attest to the ability of the *organization* to provide training in the selected core knowledge area(s) and level. All applicants are required to submit two (2) professional references.

4. A copy of the organization's trainer policy and procedures for hiring trainers that demonstrates alignment with the trainer approval requirement

5. A copy of the organization's trainer application form (blank)

6. A copy of the organization's trainer application form (a completed copy from a current trainer's file)

7. A listing of current trainers that demonstrates your organization's capacity to train at the level and within each core knowledge area your organization is seeking approval in along with (i.e. resume and diploma).

8. "Sample Training Module" demonstrating the applicant's ability to design *at least* a two-hour training for each core knowledge area and at the *highest level* applicant is seeking approval.
Each module must:

- include clear and concise objectives
- include an outline of content that is consistent with Core of Knowledge and the depth of training content/Bloom's Taxonomy
- utilize training methodology, group process skills, presentation techniques consistent with adult learning principles
- incorporate appropriate implementation strategies.

9. Government Partners and National Advocacy Agencies seeking approval should contact 202-727-8119.

THE ANNUAL REPORT & RENEWAL APPLICATION:

Annual Report -

The Annual Report provides OSSE with a summary of the trainings conducted by each trainer. This report includes a roster of trainings conducted and documents the trainer's strengths and challenges. Annual Reports must be submitted every year on the anniversary of the initial application submission date. To simplify this process, all reports and application deadlines are on the same cycle.

For example: If an Initial Approval Application is submitted on May 30, 2010 the 1st Annual Report is due on May 30, 2011, Annual Report 2 is due on May 30, 2012 along with the Renewal Application.
S*ee chart on page 11.*

TRAINERS WHO FAIL TO SUBMIT ANNUAL REPORTS WILL HAVE THEIR APPROVAL STATUS REVOKED.

Renewal Application -

All training approvals remain active for a period of two (2) years provided that the individual/organization continues to demonstrate competence and adheres to the OSSE trainer approval policies. The individual/organization must submit a completed Renewal Application during the cycle *before* the expiration date to prevent a gap in approval status. To simplify this process, all reports and application deadlines are on the same cycle.

For example: If an Initial Approval Application is submitted May 30, 2010 then the Renewal Application will be due on May 30, 2012 to prevent a gap in approval status. *See chart on page 11.*

As part of the renewal process, the trainer provides evidence that two (2) complimentary training was conducted for OSSE's Monthly Training Calendar, the trainer participated in one (1) train the trainer session and has accrued thirty (30) continuing education clock hours.

All Annual Reports must be current at the time of renewal. Late submissions or failure to submit a Renewal Application will require resubmission of the Initial Approval Application.

THE APPEAL PROCESS:

Appeal Process

A. Applicants who are denied approval or renewal may informally try to resolve any dispute arising from, or related to, an approval decision based on the trainer approval requirements. If parties are unable to resolve their dispute, the applicant may submit a written statement outlining the applicant's position to the Education Program Specialist for review and resolution. The written statement should describe each of the facts in dispute and include the necessary documentation to support the applicant's allegations. The Education Program Specialist shall review the statement and documents submitted by the applicant and attempt to resolve the dispute through informal conferences with the parties and mutual consent. If no resolution by the parties occurs within 30 calendar days of the date the Assistant Superintendent receives the statement, the Assistant Superintendent shall submit a written decision resolving the matter to the applicant with a copy to the Superintendent of OSSE.

B. An applicant may appeal OSSE's decision by submitting a written request for an appeal and reconsideration to the Assistant Superintendent within fifteen (15) calendar days of receipt of the decision. The Assistant Superintendent shall review the decision and any objections from the applicant, and issue a written decision that resolves the dispute within thirty (30) calendar days of the receipt of the applicant's appeal.

C. If the applicant is not satisfied with the written decision by the Assistant Superintendent, the applicant may seek a review of that decision by submitting a written request for a review to the Superintendent within fifteen (15) calendar days after the receipt of the decision.

FREQUENTLY ASKED QUESTIONS:

Why is the Training Approval Program necessary?
All staff in licensed early childhood and afterschool programs must provide evidence that they are receiving specialized training via continuing education and professional development activities. The Training Approval Program is a quality assurance mechanism that supports the workforce in accessing to high-quality training opportunities.

How is the Initial Approval Application reviewed?
Approval applications and required attachments are reviewed by OSSE staff and external review panels, when available. The approval decision is made by OSSE staff.

How do I market my services to programs in the District of Columbia?
OSSE publishes and distributes the Approved Trainer Roster on a monthly basis. This roster not only lists the approved trainers but also provides instruction on how to plan for a training and select a trainer. Additionally, approved trainers can add their trainings to the OSSE's Monthly Training Calendar. Trainers will be notified before the calendar is published. Approval as a trainer through this application process does not guarantee employment as a trainer.

What is a Trainer Approval number? How is it tracked?
Once approved, OSSE assigns each trainer a unique approval number. This number must appear on all training certificates.

How do I obtain an application or request additional information?
Prospective applicants should contact OSSE at 202-727-8118 to request an application or additional information. OSSE will also schedule orientation. Attendance is mandatory.

I received my training approval prior to April 2010. Do I have to reapply?
Yes. All current trainers certified before April 2010 must reapply for trainer approval under the new system launched in April 2010. The expiration date for all previously approved trainers is September 1, 2011. Please reapply for approval on or before May 30, 2011 to prevent a gap in your approval status. Here are some key dates to keep in mind.

May 11, 2010	New Application Process Open to Public
May 30, 2010	Spring 2010 Submission Deadline
September 30, 2010	Fall 2010 Submission Deadline
January 30, 2011	Winter 2011 Submission Deadline
May 30, 2011	Spring 2011 Submission Deadline (last date to apply to prevent a gap in status)
September 1, 2011	**Expiration Date for All Current Trainers Approved before May 2010 under the Old System**
September 30, 2011	Fall 2011 Deadline
January 30, 2012	Winter 2011 Deadline

Are there fees associated with this program?
There are currently no fees required. However, this is subject to change.

I am a faculty at a regionally accredited college. Do I have to be an approved trainer under this program?
Faculty will not need trainer approval if the training delivered by the faculty is conducted under the auspices of the college and the college name and logo appears on the participation certificate. Faculty will need trainer approval if the training delivered by the faculty is independent of the college.

What ongoing support and monitoring will OSSE provide to approved trainers?
OSSE will host Trainer Orientation, seminars, panel discussions, roundtables, networking events and other professional development activities for approved trainers. Data from annual reports and other monitoring measures will drive these activities.

Do OSSE-certified trainers have to register on the Professional Development Registry (PDR)?
Yes. It is mandatory for all OSSE-certified trainers to register for the PDR trainer sessions at http://dcpdrinformationandtrainingsessions.eventbrite.com.

Appendix A:

Resources for Completing the Initial Approval Application

Initial Application Checklist

Before sending your application, check to make sure you have included all required information. This is applicable for all applicants

✓	ITEM	Required	Send
	Application (completed, signed and dated)	Yes	Original
	College Degree Diploma (foreign credential evaluation, if applicable)	Yes	Copy
	Professional Credential (specialized field & basic level only)	Yes	Copy
	Transcript(s)	Yes	Copy
	Current Resume	Yes	Copy
	Tax Identification Number or Business License (for organizations only)	Yes	Copy
	Organization's Hiring Policy and Procedures (policy for hiring trainers that is aligned with the requirements of the Training Approval Program)	Yes	Copy
	Organization's Trainer Application Form (blank)	Yes	Copy
	Organization's trainer application form (completed and copied from a current trainer's file to include transcripts, resume and diploma)	Yes	Copy
	Each listed Organization's trainer must have the following (resume and diploma)	Yes	Copy
	Completed Sample Training Module (one per Core Knowledge Area)	Yes	Original

Guidelines for Completing the Sample Training Module

The following are guidelines to support applicants completing the Sample Training Module. Modules must be complete and include sufficient detail for reviewers to assess the training content, sequence, and delivery.

Title of Training:
Provide the title of the training. The title should clearly reflect the training content level and core knowledge area.

Length of Training:
Indicate the length of the training by specifying the number of *clock hours* for the entire training

Level:
Remember that this is the level of content the audience is seeking. See page 8.

Brief Description of Training:
Provide a brief overview of the training and the benefits for participants.

Three Major Training Outcomes:
List three major training outcomes or objectives that are specific, attainable and measurable. Outcomes highlight what participants should know and be able to do as a result of the training experience. These major training outcomes should be aligned with the training topic, content level and core knowledge area.

Training Sequence and Pace:
Using the chart provided, briefly describe the activities/learning opportunities that you will facilitate during the training to ensure that the three major outcomes are met.

Engaging Learning Styles:
Describe the opportunities you will provide during the training to help auditory, kinesthetic and visual learners understand the content.

Scholarly Resources:
Using the chart provided, identify the scholarly references used to support the training content. A minimum of three (3) reputable sources within the past 10 years must be referenced. Sources can include journal, books, early childhood magazines, position statements.

Intermediate and Advanced Level Training
Include pre-test and post-test. These assessments measure the effectiveness of the training. The tests must also reflect the depth of training content and the training outcomes.

Advanced Level Training
Include an action plan or follow-up activity that will help the participants implement the concepts learned.

Training Module Evaluation Rubric

Sample training modules submitted will be evaluated using the following rubric. Approval status will be granted to applicants who receive a final score of 30 points and higher.

Training Module Evaluation Rubric					
Criteria	*2 points*	*3 points*	*4 points*	*5 points*	*Score*
1. Uses quality writing	The training module is poorly written and has several errors in grammar usage, mechanics or spelling (more than 5)	The training module has 3-5 errors in grammar usage, mechanics or spelling	The training module is satisfactory in that it only has 1-2 errors in grammar usage, mechanics or spelling	The training proposal is very clearly written with no errors in grammar usage, mechanics or spelling	
2. Specifies measureable learning outcomes	None of the learning outcomes are written in measureable terms	At least 1 of the learning outcomes is written in measureable terms	At least 2 of the learning outcomes are written in measurable terms	All of the learning outcomes are written in measureable terms	
3. References/resources cited are reputable, published within the last 10 years, and appropriate for use as foundation of training content	None of the sources cited are reputable, published within the last 10 years, and appropriate for training content	One (1) of the sources cited is reputable, published within the last 10 years, and appropriate for training content	Two (2) of the sources cited are reputable, published within the last 10 years, and appropriate for training content	All of the sources cited are reputable, published within the last 10 years, and appropriate for training content	
4. Pace of the training allots adequate time for events/activities	Pacing allotted for delivery of training is inadequate	Pacing allotted for delivery of training is poorly articulated	Pacing allotted for delivery of training is adequately articulated	Pacing allotted for delivery of training is fully articulated	
5. Methods of delivery	Methods used do not support a variety of learning styles	Methods used poorly support a variety of learning styles	Methods used adequately support a variety of learning styles	Methods used fully support a variety of learning styles	
6. Training description	The content, rationale, and benefits to the participants are not described	The content, rationale, and benefits to the participants are poorly described	The content, rationale, and benefits to the participants are adequately described	The content, rationale, and benefits to the participants are fully described	
7. Alignment between learning opportunities and targeted core knowledge area	Learning opportunities are not aligned with the targeted core knowledge area	Learning opportunities are poorly aligned with the targeted core knowledge area	Learning opportunities are adequately aligned with the targeted core knowledge area	Learning opportunities are fully aligned with the targeted core knowledge area	
8. Alignment between learning opportunities and targeted training level	Learning opportunities are not aligned with the targeted training level	Learning opportunities are poorly aligned with the targeted training level	Learning opportunities are adequately aligned with the targeted training level	Learning opportunities are fully aligned with the targeted training level	
				Final Score for Sample Training Module	/40

Example of a Sample Training Module

This is not intended to serve as a model. This is only to provide additional guidance.

Title of Training: Positive Guidance: Promotion Social Emotional Competence

Length of Training: 4 hours

Core Knowledge Area: Social-Emotional Development and Mental Health

Level: ☐ Basic ☒ Intermediate ☐ Advanced

Target Audience:
check all that apply
[ ] Before/After School Age Program Staff
[x] Staff Working with 0-2 Year Olds
[x] Staff Working with 2-4 Year Olds
[x] Staff Working with 4-6 Year Olds
[x] Staff Working with K – 3rd Graders
[ ] Other (please specify) _____
[ ] Early Intervention/Special Education Staff
[ ] Program Administrators

Brief Description of Training: This training will review the importance of promoting social and emotional skills in the early childhood classroom. The training will also explore variety of guidance techniques and describe characteristics of positive interactions and supportive relationships. Participants will apply skills, strategies, and techniques to implement practices that will promote social emotional development.

Three Major Training Outcomes:

At the end of this training, the learner will be able to:
1. Participants will be able to describe the importance of building relationships with children, families and colleagues and list characteristics of positive interactions and supportive relationships
2. Participants will be able to describe the relationship between children's social emotional development and their challenging behavior
3. Participants will be able to apply a variety of guidance techniques that support social-emotional development

Training Sequence and Pace:

(*must aligned with training outcomes, depth to content/Bloom's Taxonomy, core knowledge areas)*

Activity / Learning Opportunities	Length of Activity	Goal of this Activity
Building Relationships: Self Reflection	15 minutes	This activity will prompt participants to consider their current relationships, identify the characteristics of building strong relationships and transfer those characteristics to building relationships with children, families, and colleagues.
Small Group Activity	25 minutes	This activity will allow participants to collaboratively develop and share suggested strategies for building relationships with children, families, and colleagues
PowerPoint Presentation: Building Connections with Children and creating supportive environments	20 minutes	This activity will allow participants to learn why it is important to build relationships, identify specific strategies to build supportive relationships with children, and creating environments that support children's social-emotional development (schedule, routines, transitions, expectations).
Group Discussion: Positive Interactions and Communication	15 minutes	This activity will allow participants to discuss the importance of both verbal and non-verbal communication techniques
Small Group Activity: Communication- Children communicate in many ways	30 minutes	This activity will allow participants to discuss and share the ways in which children communicate and examine which of those communication methods makes them uncomfortable (i.e. tantrums, biting, aggressive behavior).
Group Discussion: Positive Interactions and Communication	20 minutes	This activity will allow participants to discuss the importance of both verbal and non-verbal communication techniques when dealing with children's behaviors that make them uncomfortable.
Self Reflection: Challenging Behaviors- Examining our Attitude	15 minutes	This will allow participants to further identify the behaviors that make them uncomfortable, their feelings when faced with those behaviors, and the impact that those feelings have on the relationship with children who exhibit those behaviors.
Role Play: Dealing with challenging behaviors	25 minutes	Participants will observe appropriate and inappropriate methods for dealing with challenging behaviors and through follow-up discussion learn a variety of guidance techniques based on developmental needs and abilities.
PowerPoint Presentation: What is Social Emotional Development?	15 minutes	This activity will allow participants to learn about social- emotional development and identify the key social emotional skills children need as they enter school, and how we can develop those skills in the early childhood program.
Skills Practice: Reframing Activity	20 minutes	This activity will teach participants how to manage the stress of challenging behavior through thought control. Participants will learn how to reframe their thinking about challenging behaviors. Participants will understand the meaning behind children's challenging behaviors (all behavior communicates a message).
DVD: Video Clips (View 3 clips approximately 4 minutes each)	20 minutes	This activity will allow participants to learn the importance of considering special needs when addressing challenging behaviors (children and families).
Group Discussion: Considering children with varying developmental needs and abilities	20 minutes	This activity will allow participants to further their understanding of considering varying developmental needs and abilities when addressing challenging behaviors and learn specific strategies for children who require additional support.

* break times are not included

Methods of Delivery:

How will training engage auditory learners?

Auditory learners will be engaged by the many opportunities to participate in group discussions, small group activities, and interactive story telling. Information will be explained orally to allow auditory learner to process the strategies given.

How will training engage kinesthetic learners?

This workshop will engage kinesthetic learners by allowing them opportunities to use their bodies and minds to process information through activities such as role play, skills practice, and other activities that require a hands-on approach.

How will training engage visual learners?

This training will include a multi-media presentation using PowerPoint. Participants will be able to view written information that is enhanced by visual prompts including charts, graphs, and video clips. The written information provided will be designed to emphasize important concepts and strategies.

References/Resources:

What scholarly resources are used to support the training content? (minimum 3 within the past 10 years)

Title	Source		Author	Date
	Name of Source	*Type of Source*		
Developmentally Appropriate Practice in Early Childhood Programs (3rd Edition)	Developmentally Appropriate Practice in Early Childhood Programs (3rd Edition)	Book	S. Bredekamp and C. Copple	2009
Starting early: School-wide behavior support in a community preschool	Journal of Positive Behavior Interventions	Journal	L. Fox and N. Little	2001
Early intervention, positive behavior support, and transition to school	*Journal of Emotional and Behavioral Disorders*	Journal	L. Fox, G. Dunlap, and L. Cushing	2002
The teaching pyramid: A model for supporting social competence and preventing challenging behavior in young children	Young Children	Journal	L. Fox, G. Dunlap, M.L. Hemmeter, G.E. Joseph, and P.S. Strain	2003

If this is an **intermediate and advanced** level training, please include pre-test and post-test.
See Attached

If this is an **advanced** level training, please include pre-test, post test and action plan or follow-up activity.
Not applicable, intermediate training

Pre-Test and Post-Test*
Positive Guidance: Promoting Social Emotional Competence

Directions: Please answer the questions and/or respond to the statements below

1. What is social-emotional development?

2. Why is building positive relationships with children important?

3. List characteristics of positive interactions and supportive relationships

4. Name at least three positive guidance strategies

5. You are a teacher in a pre-k classroom. Describe some of the social-emotional skills children will need as they prepare to transition to kindergarten?

6. Describe some messages that might be conveyed through children's challenging behaviors

**Note: This serves as both a pre and post test.*

Example of an Action Plan

(required for advanced level training only, this is not a model)

Action Plan for Promoting Social Emotional Competence

Date 1 Completed: _____ Date 2 Completed: _____

Building Positive Relationships		
Skills and Indicators	**Strategies I will use to implement new practices or support current practices**	**Supports and Resources needed to accomplish these activities**
Develops meaningful relationships with children and families • Greets children on arrival; calls by name • Communicates with children at eye level • Shows respect, consideration and warmth to all children • Speaks calmly to children		
Examines personal, family, and cultural views of challenging behavior • Considers personal beliefs regarding the acceptability and unacceptability of specific types of challenging behaviors • Considers personal beliefs regarding the causes of specific types of unacceptable child behavior		
Examines own attitudes toward challenging behavior • Understands the relationship between social emotional development and challenging behaviors • Understand that challenging behaviors are conveying some type of message • Works together with a team to problem solve around issues related to		

challenging behaviors		
Designing Supportive Environments		
Designs the physical environment • Arranges traffic patterns in the classroom so that there are not wide open spaces for running • Arranges learning centers to allow room for multiple children • Considers children's interests when deciding what to put in learning centers		
Develops schedules and routines • Designs schedule to include a balance of large group and small group activities • Schedule minimizes the amount of time children spend making transitions between activities. • Implements schedule consistently		
Establishes and Enforces clear rules, limits, and consequences for behaviors • Teachers rules in developmentally appropriate ways • Keeps rules to a manageable number (3-5) • Provides opportunities for children to practice rules • Frequently reinforces children for appropriate behaviors		
Uses positive feedback and encouragement • Uses positive feedback and encouragement contingent on appropriate behavior • Gives children time and attention when engaging in appropriate behavior • Provides descriptive feedback and encouragement		

• Uses positive feedback and encouragement contingent on child's efforts. • Provides nonverbal cues of appreciation		
Social Emotional Teaching Strategies		
Interacts with children to develop their self-esteem • Demonstrates active listening with children • Avoids judgmental statements • Recognizes children efforts • Shows empathy and acceptance of children's feelings		
Shows sensitivity to individual children's needs • Respects and accommodates individual needs, personalities, and characteristics • Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning and material selection		
Encourages autonomy • Provides children with opportunities to make choices • Allows children time to respond and/or complete task independently before offering assistance • Creates opportunities for decision making, problem solving, and working together • Teaches strategies for self-regulating behaviors		

Adapted from: The Center on the Social and Emotional Foundations for Early Learning @ The University of Illinois at Urbana-Champaign http://www.csefel.uiuc.edu

Sample Training Presentation

All applicants must prepare a 45-minute sample presentation of a submitted module. Applicants with more than one submitted module only need to present for one of the modules. There will be a panel of professional reviewers to evaluate the sample training modules utilizing the Presentation Scoring Rubric (Appendix C).

Please prepare to bring all needed training materials. Including (but not limited to):

-all necessary AV equipment
-visual aides

Appendix B:

Resources for Approved Trainers

Training Certificate Checklist

Each certificate issued to a participant must include the following information:

- ☐ Title of the workshop or course
- ☐ Number of clock hours received
- ☐ Date of the workshop or course
- ☐ Identify the training level and core knowledge areas. If more than one core knowledge area, identify the number of clock hours covered in each specific area
- ☐ Name of the presenter
- ☐ Approval number assigned by the OSSE
- ☐ If organization, include name or logo

Note: The Professional Development Registry generates certificates for particpants.

Sample Certificate

Certificate of Participation Awarded to

Name of Participant

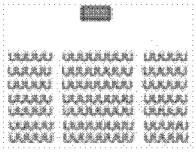
has completed # Clock Hours of Training
in

Title of Workshop
Date

Core Knowledge Area:_____ Presenter:_____
OSSE Trainer Approval Number:_____ Signature: _____
Training Content Level: _____

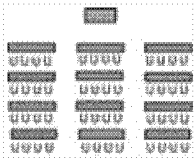
Selecting Your Room Arrangement

Theater Style



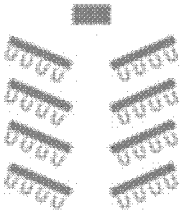
Accommodates the most people per area.
About 10-13 square feet per person.
Appropriate for lectures and keynoters.
Note taking cumbersome for audience.

Classroom Style



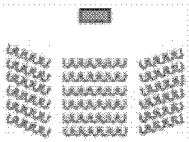
Same as Theater Style but with tables.
About 17-20 square feet per person.
Supports note taking and use of handout materials.

Chevron Style



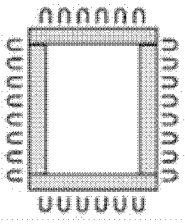
Provides place for beverages and elbows.
Most interactive of large group setups.
Promotes a sense of participation.
About 20-23 square feet per person.
Can be setup with or without tables.

Modified Chevron



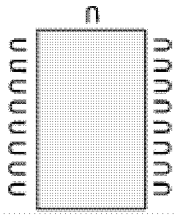
Can be setup with or without tables.
Improves visibility of speaker and visuals from side sections. More interactive than Theater or Classroom.

Hollow square or rectangle



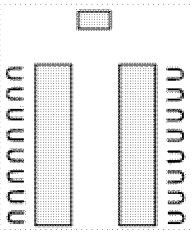
For meetings where hierarchy is not an issue.
Excellent for facilitator led meetings.
Encourages audience participation.
Awkward to use any visuals.

Boardroom



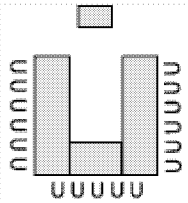
Very good for groups between 6 and 15.
Suggests formality and hierarchy.
Over 15, people at the far end table may feel left out and form a separate group.

Perpendicular Style



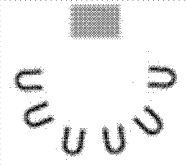
Seats can be on either outside or inside of tables.
Instructor can survey students' work.
Easy exchange between presenter and audience.
Center usable for exhibits or demos.

U-Shape



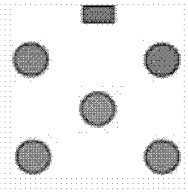
Encourages collaboration.
Center area usable for simulations and role plays. Can be used with or without speaker table.

Semi-circle or Circle



Can be setup with or without tables.
Presenter's role is minimal.
Excellent for emotional sessions such as sharing grief.
Encourages a sense of group and bonding.

Cluster style



Good for presentations with breakout groups. Clusters easily return to being a single group. Quick and easy to follow with a meal.
Tables can be either round or small rectangles.

Room Arrangement Checklist

- Select a seating arrangement to support the event and presenter's goals.
- Provide comfortable chairs.
- Arrange for adjustable chairs for day-long training.
- Provide surface for writing, using manuals, laptops, and placing beverages.
- Accommodate people with special hearing, seeing or mobility needs.
- Plan sufficient space for each person to avoid feeling cramped.
- Provide for easy access to seating with adequate number and width of aisles.
- Select space proportionate to the number of people attending.
- Ten people will feel lost in a room set up for 300, surmise the meeting is poorly attended even though everyone is there and tend to disperse to near the exits. If you must use a large room for a small group, cordon off the unused area with plastic emergency tape.
- Check for adequate air and comfortable air temperature.
- Avoid noxious odors or enticing aromas.
- Check room for exterior noise.
- Tape door latches to prevent them from making noise when people have to leave or arrive late.
- Arrange for adequate acoustics and acoustical support so people can hear (May require a variety of microphones).
- Arrange for adequate lighting for presenter, audience and activities planned
- Find out who to contact when problems occur.
- Raise the speaker with a podium or platform so those in back can see.
- Consider whether to use a lectern, it covers about 75% of the body and restricts the speaker's movement.
- Locate screens, projectors and related visual equipment so audience can see
- Determine which wall will be the front of the room.
- Place entrance at rear of room to minimize coming and going distractions.
- Check flip chart use and wall space for the display of filled pages.
- Find out if there is time and staff to change the setup in a room for subsequent speakers.
- Provide water, coffee, or other refreshments.
- Test equipment for working order (video, projectors, monitors, grease boards).
- Provide vanity curtain for speaker's table to hide their stuff.
- Note proximity to rest rooms and coat storage.
- See that exit doors are clearly marked.
- Provide signs on outside door(s) and inside identifying the event and time.
- Arrange for intuitive registration and program material distribution.

From: Guide on the Side - Room Setups for Presentations & Training - One Size Does NOT Fit All
By Marie Wallace, Published on January 1, 2002
Retrieved February 23, 2010 http://www.llrx.com/columns/guide59.htm

Characteristics of High Quality Trainings

Approved trainers are expected to deliver high quality trainings. In delivering high quality training, a trainer must:

- Maintain an appropriate level of competence in the field including a broad knowledge of current trends, theory and practice in areas of expertise and seeks growth in areas of limited knowledge.
- Recognize the limits of her/his competence, culture, and experience in providing services and neither seeks nor accepts assignments outside those limits.
- Be aware of own personal values, biases, dispositions and the possible effects on others.
- Keep current with the changes in the early childhood education field.
- Base training delivery on accurate, current and job-related information consistent with sound theories and principles of adult learning (e.g., adults' desire practical application; adults learn best if they have control over the learning environment.)
- Assess and meet the professional development level and characteristics of the target audience.
- Choose instructional methods and materials that are appropriate for the learning objectives detailed in the outline (e.g., self-reflection, group discussions, demonstrations, multi-media presentations, visual aids).
- Possess extensive knowledge and practical experience in the outline topic area. Is familiar with a variety of early childhood settings and the professional development levels of training participants.
- Research the current trends in the topics to be presented and synthesizes these findings to support a comprehensive training.
- Base training content on accurate, current information consistent with research based theories and principles of child development, developmentally and culturally appropriate practice, accurate interpretation of quality standards and licensing regulation.
- Facilitate connections between theory and practice by integrating information that is comprehensive, meaningful and relevant to participants' needs.
- Include an awareness of the value of diversity, uniqueness and abilities of all children and families in trainings presented.
- Understand and apply basic principles of human cognition/learning and demonstrates sensitivity to the needs of the adult learner.
- Deliver training based on principles of adult learning using a variety of instructional methods and media appropriate for the training.

Adapted from: Connecticut Charts-A-Course Early Childhood Professional Development System and Registry http://www.ctcharts-a-course.org

Tips for PowerPoint Presentations

Fonts

- Select sans-serif fonts such as Arial or Helvetica. Avoid serif fonts such as Times New Roman or Palatino as they are sometimes more difficult to read.
- Use no font size smaller than 24 point.
- Clearly label each screen. Use a larger font (35-45 points) or different color for the title.
- Use a single sans-serif font for most of the presentation. Use different colors, sizes and styles (bold, underline) for impact.
- Avoid italicized fonts as they are difficult to read quickly.
- No more than 6-8 words per line
- For bullet points, use the 6 x 6 Rule. One thought per line with no more than 6 words per line and no more than 6 lines per slide
- Use dark text on light background or light text on dark background. However, dark backgrounds sometimes make it difficult for some people to read the text.
- Do not use all caps except for titles.

To test the font, stand back six feet from the monitor and see if you can read the slide.

Graphics and Design

- Keep the background consistent and subtle.
- Use only enough text when using charts or graphs to explain clearly label the graphic.
- Keep the design clean and uncluttered. Leave empty space around the text and graphics
- Use quality clipart and use it sparingly. The graphic should relate to and enhance the topic of the slide.
- Try to use the same style graphics throughout the presentation (e.g. cartoon, photographs)
- Limit the number of graphics on each slide.
- Check all graphics on a projection screen before the actual presentation.
- Avoid flashy graphics and noisy animation effects unless they relate directly to the slide.
- Limit the number of transitions used. It is often better to use only one so the audience knows what to expect.

Color

- Limit the number of colors on a single screen.
- Bright colors make small objects and thin lines stand out. However, some vibrant colors are difficult to read when projected.
- Use no more than four colors on one chart.
- Check all colors on a projection screen before the actual presentation. They may project differently than what appears on the monitor.

Tips for PowerPoint Presentations (continued)

- Check the spelling and grammar.
- Do not read the presentation. Practice the presentation so you can speak from bullet points. The text should be a cue for the presenter rather than a message for the viewer.
- Give a brief overview at the start. Then present the information. Finally review important points.
- It is often more effective to have bulleted points appear one at a time so the audience listens to the presenter rather than reading the screen.
- Use a wireless mouse or pick up the wired mouse so you can move around as you speak.
- If sound effects are used, wait until the sound has finished before speaking.
- If the content is complex, print out the slides so the audience can take notes.
- Do not turn your back on the audience. Try to position the monitor so you can speak from it.

Adapted from:

- Bankerd, Kathy. "How to Optimize Projection Technology: Using Fonts, Graphics, and Color to Maximize the Effectiveness of Your Presentation". Syllabus. November/December 1997.
- Bird, Linda. "Avoid the Mistakes of PowerPoint Rookies." Smart Computing. January 2001.
- Brown, David G. "PowerPoint-Induced Sleep." Syllabus. January 2001.

Appendix C:

Scoring Rubric Description for the Trainer Approval Sample Presentation

Attached you will find the scoring rubric that is used to score the Trainer Approval sample presentation that is part of the state approved trainer application. The scoring rubric is divided into three sections:

- **Content** – this section measures whether a trainer applicant shows an understanding of the training material
- **Organization** – this section measures whether the training is organized and flows in a logical way
- **Plan and Method for Instruction** – this section measures whether a trainer applicant shows an ability to set learning objectives and make sure that these objectives are met through an engaging training plan. It also measures whether a trainer applicant includes the right content and supporting material for the training audience.

The OSSE Professional Development Unit (PDU) will be using this rubric to score sample presentation and minimum scores are required in order to achieve the status of an approved trainer. Note that under most items, there is a description. Applicants do not need to meet every description and example in the training. These descriptions are meant to provide examples to help trainer applicants better understand the scored item.

Please use this rubric as a guide for completing your application and sample training presentation. The scoring rubric was created with guidance from other state models and adapted to align with OSSEs Trainer Approval Process. Additional content was adapted from Wiggins, G. and McTighe, J. (2011). *The Understanding by Design Guide to Creating High Quality Units*. Alexandria, Virginia: ASCD.

v.2 - 14 March 2013

Professional Development Unit Presentation Scoring Rubric

- All items receive a score of either 1, 2, 3 or 4
  - A score of 1 = the item is not at all addressed
  - A score of 2 = the item is somewhat addressed
  - A score of 3 = the item is mostly addressed
  - A score of 4 = the item is completely addressed

- Applications cannot be approved if there are 5 or more total items with a score of 1.
- Applicants receive a total score in each category: Content, Organization and Plan and Method for Instruction

	Content	Organization	Plan and Method for Instruction
Minimum Scores Required:	24/28	20/24	40/48

v 2- 14 March 2013

CONTENT Trainer applicant shows an understanding of the training material	Not at all	Somewhat	Mostly	Completely	Score	COMMENTS
Training title and description						
• Training title and description match the content	1	2	3	4		
Addresses learning objectives specified in the application						
• Connection between the stated learning objectives and actual content of the training • Describes the key conditions (what will the participant use or be given in the training to show learning) • Describes the desired performance or behavior (what do you want the participant to do or how do you want them to act as a result of the training • Sets a measureable standard or criterion for performance (how will you measure and assess evidence of learning)	1	2	3	4		
Addresses Early Learning Standards						
• Can see a connection between the content and the stated school Early Learning Standards	1	2	3	4		
Content and activities match the targeted age of the child or subject area						
• Content and activities match the age group	1	2	3	4		
Content and activities match the indicated Core Knowledge area(s)						
• Content and activities clearly matched to designated Core Competency area(s)	1	2	3	4		
Content reflects current research and best practice						
• Content clearly reflects current research and best practice	1	2	3	4		
Content reflects cultural awareness and learner diversity						
• Content clearly reflects cultural relevance and diverse learners						

CONTENT TOTAL SCORE: /28

NOTES:

ORGANIZATION Sample Presentation is organized and flows in a logical way	Not at all	Somewhat	Mostly	Completely	Score	COMMENTS
Learning Objectives are realistic for the audience and/or purpose of the event						
• Learning objectives for the intended audience and/or purpose can be readily met	1	2	3	4		
Learning Objectives are measureable						
• Learning objectives are specific and can be achieved	1	2	3	4		
Agenda and Outline establishes logical sequence of events/activities						
• Events and activities flow in a logical sequence • Meets the needs of the intended audience	1	2	3	4		
Agenda and Outline allots adequate time for events/activities						
• Enough time is allowed to explore content area(s) • Time is built in the training for exploration of training content (Examples may include reflection, small-group work, flipcharts, etc…) • Learners have the opportunity to think about concepts again after exploration (Examples may include a group discussion or reflection time) • Training starts with an issue that is engaging to the learner	1	2	3	4		
Overall Organization and Consistency						
• Organized, consistent and easy to understand • Description, learning objectives, content and methods are consistent and connect to each other	1	2	3	4		
Overall quality of writing						
• Clearly written and easy to understand • Few or no errors in grammar, usage, mechanics and/or spelling	1	2	3	4		

ORGANIZATION TOTAL SCORE: /28

NOTES:

v.2- 14 March 2013

PLAN AND METHODS FOR INSTRUCTION Trainer shows an ability to set learning objectives and ensure that these objectives are met through an engaging training plan	Not at all	Somewhat	Mostly	Completely	Score	COMMENTS
Plan for Instruction – "The How"						
Attention to whether learning objectives are met						
• Beginning of training includes a check of prior knowledge and skill levels of learners in the room	1	2	3	4		
• Trainer shows a plan to check for learner understanding of training material (Examples include a question and answer period, practice of skills with feedback and/or reflection and planning time) throughout the training	1	2	3	4		
• Trainer shows a plan to use the learner's real world work to apply training content • Knowledge and skills are applied to real world settings	1	2	3	4		
• Trainer guides learner curiosity and consideration of training concepts	1	2	3	4		
• Trainer provides opportunities for learners to try out new ideas and receive feedback (Examples might include role play, small group work, reflection and discussion time)	1	2	3	4		
• Trainer summarizes the training material and discusses next steps • At the end, trainer stresses application of training content	1	2	3	4		
Includes shared activities and includes group interaction						
• Shared activities between learners are encouraged • The trainer models skills and gives examples of ideas that meet the needs of the learners • The training includes a variety of different types of experiences • Learner has choices for how to participate • Does not overuse lecture or any one method	1	2	3	4		

PLAN AND METHODS FOR INSTRUCTION Trainer uses the right content and supporting material for the training audience	Not at all	Somewhat	Mostly	Completely	Score	COMMENTS
Plan for Instruction – "The What"						
Handouts/Materials support the content and learning objectives of the presentation						
• Handouts/materials and resources relate to the content and learning objectives	1	2	3	4		
Handouts/Materials are professionally presented and when applicable, cite references and sources* **						
• Handouts/materials are professional in appearance • Resources are properly referenced and sources are cited as needed	1	2	3	4		
Links content to practical application						
• Content is linked to application in real world settings • Real issues, questions or problems explored with meaningful activities	1	2	3	4		
Trainer designs content and training plan with the audience in mind. (For example, if it is a training geared toward parents, the language of the training meets this audience and does not include industry jargon)	1	2	3	4		
Suggestions for further learning						
• The trainer shares other sources of information and includes suggestions for further learning outside of the training	1	2	3	4		

PLAN AND METHOD FOR INSTRUCTION TOTAL SCORE: /48

NOTES:

Applicant/Organization Name: **Module Title:**

Core Knowledge Area: **Reviewer Code:**

Scoring Rubric Description for the Trainer Approval Sample Presentation

Attached you will find the scoring rubric that is used to score the Trainer Approval sample presentation that is part of the state approved trainer application. The scoring rubric is divided into three sections:

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Please use this rubric as a guide for completing your application and sample training presentation. The scoring rubric was created with guidance from other state models and adapted to align with OSSEs Trainer Approval Process. Additional content was adapted from Wiggins, G. and McTighe, J. (2011). *The Understanding by Design Guide to Creating High Quality Units*. Alexandria, Virginia: ASCD.

Applicant/Organization Name: **Module Title:**

Core Knowledge Area: **Reviewer Code:**

Professional Development Unit Presentation Scoring Rubric

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  - A score of 1 = the item is not at all addressed
  - A score of 2 = the item is somewhat addressed
  - A score of 3 = the item is mostly addressed
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- Applications cannot be approved if there are 5 or more total items with a score of 1.
- Applicants receive a total score in each category: Content, Organization and Plan and Method for Instruction

	Content	Organization	Plan and Method for Instruction
Minimum Scores Required:	24/28	20/24	40/48

Applicant/Organization Name: **Module Title:**

CONTENT Core Knowledge Area:	Not at all	Somewhat	Mostly	Completely	Reviewer Code: Score	COMMENTS
Trainer applicant shows an understanding of the training material						

Applicant/Organization Name: **Module Title:**

Core Knowledge Area: **Reviewer Code:**

Training title and description						
• Training title and description match the content	1			4		
Addresses learning objectives specified in the application						
• Connection between the stated learning objectives and actual content of the training • Describes the key conditions (what will the participant use or be given in the training to show learning) • Describes the desired performance or behavior (what do you want the participant to do or how do you want them to act as a result of the training • Sets a measureable standard or criterion for performance (how will you measure and assess evidence of learning)	1	2	3	4		
Addresses Early Learning Standards						
• Can see a connection between the content and the DC Common Core Early Learning Standards	1	2	3	4		
Content and activities match the targeted age of the child or subject area						
• Content and activities match the age group	1			4		
Content and activities match the indicated Core Knowledge area(s)						
• Content and activities clearly matched to designated Core Knowledge area(s)	1	2	3	4		
Content reflects current research and best practice						
• Content clearly reflects current research and best practice	1	2	3	4		
Content reflects cultural awareness and learner diversity						
• Content clearly reflects cultural relevance and/or diverse learners	1	2	3	4		

CONTENT TOTAL SCORE: **/28**

NOTES:

Applicant/Organization Name: **Module Title:**

Core Knowledge Area: **Reviewer Code:**

ORGANIZATION Sample Presentation is organized and flows in a logical way	**Not at all**	**Somewhat**	**Mostly**	**Completely**	**Score**	**COMMENTS**
Learning Objectives are realistic for the audience and/or purpose of the event						
• Learning objectives for the intended audience and/or purpose can be readily met	1			4		
Learning Objectives are measureable						
• Learning objectives are specific and can be achieved	1			4		
Agenda and Outline establish logical sequence of events/activities						
• Events and activities flow in a logical sequence • Meets the needs of the intended audience	1			4		
Agenda and Outline allot adequate time for events/activities						
• Enough time is allowed to explore content area(s) • Time is built in the training for exploration of training content (examples may include reflection, small-group work, flipcharts, etc…) • Learners have the opportunity to think about concepts again after exploration (examples may include a group discussion or reflection time) • Training starts with an issue that is engaging to the learner	1	2	3	4		
Overall Organization and Consistency						
• Organized, consistent and easy to understand • Description, learning objectives, content and methods are	1	2	3	4		

Applicant/Organization Name: **Module Title:**

Core Knowledge Area: **Reviewer Code:**

consistent and connect to each other						
Overall quality of writing						
• Clearly written and easy to understand • Few or no errors in grammar, usage, mechanics and/or spelling	1	2	3	4		

ORGANIZATION TOTAL SCORE: /24

NOTES:

PLAN AND METHODS FOR INSTRUCTION Trainer shows an ability to set learning objectives and ensure that these objectives are met through an engaging training plan	**Not at all**	**Somewhat**	**Mostly**	**Completely**	**Score**	**COMMENTS**
Plan for Instruction – "The How"						
Attention to whether learning objectives are met						
• Beginning of training includes a check of prior knowledge and skill levels of learners in the room	1	2	3	4		
• Trainer shows a plan to check for learner understanding of training material (examples include a question and answer period, practice of skills with feedback and/or reflection and planning time) throughout the training	1	2	3	4		
• Trainer shows a plan to use the learner's real world work to apply training content • Knowledge and skills are applied to real world settings	1	2	3	4		
• Trainer guides learner curiosity and consideration of training concepts	1	2	3	4		

Applicant/Organization Name: **Module Title:**

Core Knowledge Area: **Reviewer Code:**

• Trainer provides opportunities for learners to try out new ideas and receive feedback (examples might include role play, small group work, reflection and discussion time)	1	2	3	4		
• Trainer summarizes the training material and discusses next steps • At the end, trainer stresses application of training content	1	2	3	4		
Includes shared activities and includes group interaction						
• Shared activities between learners are encouraged • The trainer models skills and gives examples of ideas that meet the needs of the learners • The training includes a variety of different types of experiences • Learner has choices for how to participate • Does not overuse lecture or any one method	1	2	3	4		

PLAN AND METHODS FOR INSTRUCTION Trainer uses the right content and supporting material for the training audience	**Not at all**	**Somewhat**	**Mostly**	**Completely**	**Score**	**COMMENTS**
Plan for Instruction – "The What"						
Handouts/Materials support the content and learning objectives of the presentation						
• Handouts/materials and resources relate to the content and learning objectives	1			4		
Handouts/Materials are professionally presented and when applicable, cite references and sources						

Applicant/Organization Name: **Module Title:**

Core Knowledge Area: **Reviewer Code:**

• Handouts/materials are professional in appearance • Resources are properly referenced and sources are cited as needed	1			4		
Links content to practical application						
• Content is linked to application in real world settings • Real issues, questions or problems explored with meaningful activities	1	2	3	4		
Trainer designs content and training plan with the audience in mind. (For example, if it is a training geared toward parents, the language of the training meets this audience and does not include industry jargon)	1	2	3	4		
Suggestions for further learning						
• The trainer shares other sources of information and includes suggestions for further learning outside of the training	1			4		

PLAN AND METHOD FOR INSTRUCTION TOTAL SCORE: /48

NOTES:

Office of the State Superintendent of Education

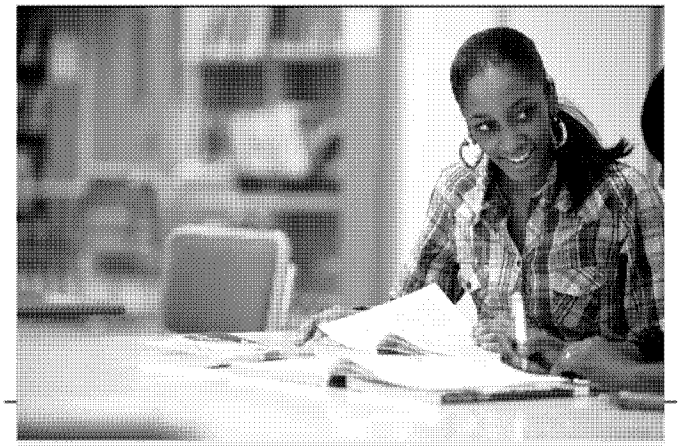
OSSE

Frequently Asked Questions

1. Why are Approved Trainers Important?

Research shows that early childhood professionals with specialized training **AND** higher education/professional credentials are more likely to create quality experiences for young children and their families. All staff in early childhood programs must provide evidence that they are receiving specialized training via continuing education and professional development activities. Continuing education requirements may vary depending on the type of program (subsidized child care, Head Start, publicly funded Pre-K, etc).

Office of the State Superintendent of Education (OSSE) approves competent individuals and organizations to train early childhood professionals. Trainers are selected based on their education and experience in the field. **Only trainings delivered by OSSE approved trainers, accredited colleges/universities or other OSSE approved sources are acceptable.**



Continuing education is more than "getting clock hours". The topics and content level should be intentionally selected. The concepts learned should be used to provide quality experiences for young children and their families.

2. What Counts as Continuing Education?

Professional Development Training/Clock Hours – At minimum, training participants should receive Professional Development Training Hours for the total length of the training. This is commonly referred to as "clock hours".

Continuing Education Units (CEUs) – A CEU is participation in a recognized continuing education program. Some colleges, universities, and OSSE certified training organizations can award CEU's. 1 CEU = 10 Professional Development Training/Clock Hours. See question 3 for additional guidelines.

Academic Credit Hours – Colleges and universities award academic credit hours after a course of studies has been successfully completed. 1 academic credit = 15 Professional Development Training/Clock Hours. Most college courses are 3 academic credit hours. See question 3 for additional guidelines.

3. Are there additional guidelines or recommendations?

If seeking CEU's, OSSE certified training organizations authorized by the International Association for Continuing Education & Training (IACET) or colleges/universities accredited by *regional* accrediting bodies, National Association for the Education of Young Children (NAEYC) or National Council for Accreditation of Teacher Education (NCATE) are highly recommended.

If seeking Academic Credit Hours, colleges/universities accredited by *regional* accrediting bodies, National Association for the Education of Young Children (NAEYC) or National Council for Accreditation of Teacher Education (NCATE) is highly recommended.

4. How do I Select an Approved Trainer?

a) Determine Your Training Needs - Core Knowledge Areas and Content Level

Core knowledge Area:
The Core Knowledge Areas detail the specific knowledge and skills needed by early childhood professionals to work effectively with all young children and families. Use classroom assessments, staff evaluations, and other data about your program to determine the core knowledge area that you or your staff needs more support with. The core knowledge areas are listed on page 16.

Training Content Level:
What level of training are you seeking?

- Basic Content Level: The audience is somewhat new to the concept and needs to learn or relearn the basics.
- Intermediate Content Level: The audience understands the basics but needs to apply what is learned.
- Advanced Content Level: The audience understands the basics, has already applied the concepts, but needs to understand how to evaluate and synthesize the effectiveness of implementation.

b) Identify and Contact the Trainer(s)
Make sure that the trainer you selected is certified to train in the core knowledge area and at the level you are seeking. The trainer must have a current (not expired) certification. This list will be revised periodically. Please contact us to confirm that you have the most recent listing. Their name and certification number must be listed on the training certificate. ****OSSE is not responsible for arrangements made with outside trainers and cannot guarantee the quality of services provided by these trainers.** **

c) Apply Concepts Learned
Continuing education is more than "getting clock hours". The topics and content level should be intentionally selected. The concepts learned should be used to provide quality experiences for young children and their families.

d) Reflect on & Evaluate the Impact
Did the training have an impact? What were the challenges of implementation? Identify the next steps. Quality is a continuous improvement and reflection process.

5. What is the Function of the Office of the State Superintendent of Education?

The Office of the State Superintendent of Education (OSSE) provides leadership and coordination to ensure all District of Columbia children from birth to kindergarten entrance have access to high quality early childhood development programs.

OSSE works to develop an effective early childhood education system by

- implementing high standards for programs and professionals
- creating supports to meet standards
- adhering to rigorous accountability measures
- engaging community stakeholders
- securing strong financial supports

Organization, Primary Contact and Contact Information	Training Content Level	Core Knowledge Area	Trainings Offered in Other Language	Expiration Date
Advocates for Justice and Education, Inc. Weade Wallace p) 202-678-8060 weade.wallace@aje-dc.org	Basic	1,2,3,5,10,11	Yes Spanish Amharic	Exempt
Apple Tree Institute for Education Innovation Kelly Trygstad p)202-488-3990 ktrystad@appletreeinstitute.org	Advanced	ALL	Yes Spanish,German, Farsi,Pashto, Portuguese, French, Filipino	July 2015
CentroNia Eileen Wasow p) 202-332-4200 ewasow@centronia.org	Advanced	ALL	Yes Spanish	July 2014
ChildCare Education Institute Donna Holzer p) 1-800-499-9907 ext.521 dholzer@cceionline.edu	Basic	ALL	Yes Spanish	July 2014
Child Care Management Solutions Amina Jones Law p) 301-203-7648 cms4women@aol.com cms4women@yahoo.com	Advanced	ALL	No	November 2015
Child Development Consultants, LLC p) 240-342-6066 judigreenberg@gmail.com	Intermediate	1,5,6,11	Yes Spanish French	July 2015
Children and Family Institute, LLC Joyce Thomas p) 202-544-3144 ext. 11 Joycenthomas@cafiinstitute.com	Advanced	1,3,4,5	No	July 2015
Children's National Medical Center Rosalind Oden p) 202-476-3113 rpoden@cnmc.org	Advanced	2,3,5,7	No	Exempt
City Wide Community Child Development Center H. Leon Leake p) 202-210-7299 dccitywide@hotmail.com	Intermediate	1,3,4,5,6,7,8, 11	No	November 2014
Connections Therapy Center Charles Coward p)301-577-4333 www.thectcenter.com	Advanced	1,2,5,11	No	March 2015

DC Child Care Connections Lisa Gordon p) 571-355-6329 lisa.gordon@icfi.com	Advanced	ALL	Yes Spanish	Exempt
Didasko Incorporation Karen Lindbergh p) 724-549-2166 lindberghkl10@hotmail.com	Advanced	1,2,4,5,6,11	No	March 2015
DOT/FAA Child Development Center Sharleen Smith p) 202-267-7672 Sharleen.E-CTR.Smith@faa.gov	Intermediate	1,2,3,4,5,6,7, 8,9,10,11	No	July 2014
Early Stages Jeanie Chang p) 202-698-8037 Jeanie.chang@dc.gov	Intermediate	1,2,3,4,5,6,7, 8,10,11	Yes Spanish Amharic	Exempt
Educational Consultation Services, Inc. Katari El p) 301-455-6490 Katari.el@yahoo.com	Intermediate	ALL	No	November 2014
Falam Marta Gonzalez p)202-704-2309 falamdctraininginstitute@gmail.com	Intermediate	1,3,5,8,10	Yes Spanish	July 2014
Foundations for Families, LLC Candace Radoski p) 703-299-6570 Radoski@foundationsforfamilies.com	Advanced	ALL	Yes Spanish	July 2014
ICF Early Education Institute Barbara McCreedy p) 703-225-2181 barbara.mccreedy@icfi.com	Advanced	ALL	Yes Spanish	Exempt
Innis Enterprise, Inc. M. Michelle Marbury p) 301-933-0779 p) 240-882-5550 m.innis@verizon.net	Advanced	2,4,5,6,7,8,9, 10,11	Yes Spanish	July 2014
Ivymount Out Reach Programs Amy Freedman p) 301-469-0223 ext. 440 amycfreedman@aol.com	Intermediate	1,4,5,6,11	Yes Spanish French	November 2013

Kaplan Early Learning Company Andrea Bucci Hulse p) 800-334-2014 abuccihulse@kaplanco.com	Intermediate	ALL	English	July 2015
Kids Comprehensive Services, LLC Brenda Harris p) 202-678-0027 brendaharrisw@aol.com	Advanced	1,2,3,4,5,7,8, 11	Yes Spanish	November 2013
Mary's Center for Maternal and Child Health Laurent A. Gosselin/ Cory Mengual p) 202-420-7066 lgosselin@evenstartdc.org cmengual@maryscenter.org	Advanced	ALL	Yes Spanish	July 2014
MD Homeschool Solutions, Limited Aretha Williams p) 301-646-7342 MDHSSolutions.org	Advanced	2,3,4,5,6,7,8, 9,10,11	No	November 2014
National Black Child Development Institute Keami Harris p) 202-833-2220 X6103 www.nbcdi.org Kharris@nbcdi.org	Advanced	ALL	No	Exempt
National Child Research Center Mary C. Farmer p) 202-363-8777 ext. 235 mfarmer@ncrcpreschool.org	Intermediate	1,4,5,7,9	Yes Spanish	July 2014
National Educational Consulting Services Lora Fader Dunne p) 301-564-6650 necstrainings@yahoo.com	Advanced	1,2,4,5,6,7, 11	Yes Spanish	July 2014
Office of the State Superintendent of Education Shaunte Jones p) 202-727-8119 shaunte.jones@dc.gov	Advanced	ALL	Yes Spanish	Exempt
Phoenix Therapeutic Services, Inc. Leonard McPherson p) 202-465-6206 Ptsot@aol.com	Advanced	5,11	Yes Dutch	March 2014
Southeast Children's Fund –Professional Development Institute Frances J. Rollins p) 202-561-5736 sechild@verizon.net	Advanced	ALL	Yes Spanish Tagalog	July 2014

St. Columba's Nursery School Julia H. Berry p) 202-742.1982 jberry@columba.org school@columba.org	Advanced	1,2,4,5,6,7,9, 11	No	November 2013
Support By Design Badiyah Mushirah-Sharif p) 571-480-9967 sharif-supportbydesign@hotmail.com	Advanced	1,2,3,4,5,6,7, 8,9,10,11	No	July 2014
United States General Services Administration Sandy Axelrod p) 202-205-7406 sandra.axelrod@gsa.gov	Advanced	ALL	No	Exempt
University Legal Services Assistive Technology Program for the District of Columbia p) 202-527-7036 nmoore@uls-dc.org	Basic	5	Yes Japanese	November 2014

End of Certified Training Organization

Division of Early Learning (OSSE) - Certified Training Individuals

Individual and Primary Contact Information	Training Content Level	Core Knowledge Area	Trainings Offered in Other Language	Expiration Date
Ida Fleming p) 202-297-2262 idankechi@aol.com	Basic	1,3,5,10	No	November 2014
Patricia L. Burton-McFadden p) 202-247-7177 p) 240-863-6723 diva_enterprize@yahoo.com	Basic	1,3,4,5,6,9,10,11	No	July 2014
Aretha Irene Williams p) 301-646-7342 wwaretha@msn.com	Advanced	1,2,4,5,6	No	November 2014

End of Certified Training Individual

Understanding the Core Knowledge Areas

Current Language	Previous Language
1. Child Growth and Development -Principles of child growth and development -Domains and stages of development (motor, language, cognitive, social-emotional) -Links between various aspects of development and learning	1. Human Development
2. Observing, Documenting and Assessing to Support Young Children and Families -Observation and assessment of children's behavior -Screening instruments for all domains (motor, language, cognitive, social-emotional) -Using observations and assessments in a effective way to support children and families -Recognize the types and signs of child mental health issues	2.Observing, Recording and Assessing Children's Behavior
3. Health, Safety, and Nutrition -Physical Development, Health and Safety -Nutrition -Types and signs of abuse, neglect, and violence; responsibilities and procedures for reporting abuse and neglect -Developmental consequences of abuse, neglect, stress and trauma	3. Health, Safety and Nutrition
4. Curriculum -Planning and implementing a developmentally appropriate curriculum that advances all areas of children's learning and development -Approaches to Learning, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Creative Arts -Considering culturally-valued content and home experiences -Strategies that offer choices and foster curiosity, problem solving and decision-making -Planning and implementing a curriculum that is aligned with DC's Early Learning Standards	4. Developmentally Appropriate Curriculum
5. Inclusive Practices -Characteristics of children with varied disabilities -Adaptations of curricula to include children with disabilities in all classroom activities -Interventions to enhance the growth and development of children with disabilities and development of Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP)	5. Inclusive Practices for Children with Disabilities
--note: Guidance and Management now merged with 11--	6. Guidance and Management
6. Learning Environments -Creates learning environments that are responsive to the diverse needs of the abilities and interests of young children -Strategies to implement learning environments that support developmentally appropriate practices (infants, preschoolers, school age) -Adaptations to fully include children with special needs	7. Learning Environments
7. Building Family and Community Relationship -Principles and strategies that view families as functional and resilient with diverse values, cultures, unique temperaments and learning styles -Establishing relationships and communication with families and other community systems that are productive, supportive and pro-active -Issues, challenges, and services regarding mental health	8. Supportive Relationships with Children Families and other Community Systems

Understanding the Core Knowledge Areas (con't)

Current Language	Previous Language
8. Diversity: Family, Language, Culture, and Society -Culture, language and ethnicity as a positive influence on a child's development -Helping young children understand and appreciate different cultural traditions	9. Diversity, Family, Language, Culture, Society
9. Program Management: Operation and Evaluation -Approaches and techniques to plan, organize, and use available resources -Effective strategies for working productively with staff and community resource individuals and agencies -Techniques to conduct program evaluation and to implement program improvements -Interpersonal development and communication including team building, collaboration, and conflict management principles and skills. -Fiscal planning and management	10. Program Operation and Evaluation
10. Professionalism and Advocacy -Scope of the early childhood profession -Impact of federal, state, and local standards, policies, regulations, and laws which govern and impact on children, programs and early childhood professionals -Approaches to evaluate one's professional skills and need for professional development -Responsibility to work with other early care and education professionals, parents and the community to discuss and improve policies, laws, standards, practices that impact children, programs and the profession	11. Professionalism and Advocacy
11. Social-Emotional Development and Mental Health -Social and emotional development -Communication techniques for guiding young children toward self- direction and confidence -Guidance and management strategies that support developmentally appropriate practices -Approaches to provide supportive relationships with children and to foster positive peer-to-peer interactions -Approaches to meet the mental health needs of all children	12. Social/Emotional Development and Mental Health

Understanding the Training Content Levels

Content Level	What Audience is this Level of Training for?	Alignment with Bloom's Taxonomy
Basic	The audience is somewhat new to the concept and needs to learn or relearn the basics.	Knowledge Comprehension
Intermediate	The audience understands the basics but need to apply what is learned.	Application Analysis
Advanced	The audience understands the basics, has already applied the concepts, and need to understand how to evaluate and synthesize the effectiveness of implementation.	Synthesis Evaluation

Training Planning Guide

☐ Based on data, training is needed in

_____ (core knowledge area) *at the*

_____ level (content level)

_____ (core knowledge area) *at the*

_____ level (content level)

_____ (core knowledge area) *at the*

_____ level (content level)

☐ I have a copy of the most current listing of certified trainers.

☐The trainer is certified to train in the area and at the level I am seeking.

☐ The trainer has a current (not expired) certification.

The trainer's name and certification number will be on the certificate issued.

☐ Training participants know that the concepts learned must be applied. Support and monitoring will be provided as needed.

☐ After the training & application, training participants will reflect and evaluate the impact.

Attachment 85: Trainer Approval Program Inclusive Practices FY14

Office of the State Superintendent of Education
Professional Development Unit
October 1, 2012 - September 30, 2013

Training	Month	Date	Location	Participants	Trainer's)	Organization	Core Knowledge Area
Gardening with Young Children	June	13	4201 Albemarle Street NW	12	St. Columba's Nursery School	Julia Berry	Curriculum; Learning Environments; Inclusive Practices
Start-Up for Teachers and Assistants in Early Childhood	September	27	2220 Martin Luther King Jr. Ave SE		Support by Design	Badiyah Sharif	Child Growth and Development; Inclusive Practice; Curriculum: Building Family and Community Relationships; Diversity-Family, Language, Culture and Society
TOTAL				12			

Division of Early Learning

Education and Program Improvement Unit

Training Data

October 1, 2012 - September 30, 2013

Month	Number of Trainings Scheduled	Number of Trainings Cancelled	Number of Certfied Individual Trainers	Number of Cerfied GroupTrainers	Number of Training Partners	Core Knowledge Areas												
						Child Growth and Development	Observing, Documenting and Assessing to Support Young Children and Families	Health, Safety and Nutrition	Curriculum	Inclusive Practices	Learning Enviroments	Building Family and Community Relations	Diversity: Family, Language, Culture, and Society	Program Management: Operation and Evaluation	Professionalsism and Advocacy	Social Emotional Development and Mental Health	Multiple Areas	Totals
October	8	0	38	42	14	1	0	5	2	0	0	0	0	0	0	0	0	8
November	10	1	38	42	14	1	0	6	2	0	0	0	0	0	0	0	0	9
December	14	0	38	42	14	2	0	11	0	0	0	0	0	0	0	1	0	14
January	10	0	39	49	16	1	0	9	0	0	0	0	0	0	0	0	0	10
February	10	0	38	51	15	4	0	4	0	0	0	0	0	0	0	1	1	10
March	14	1	53	43	15	2	0	8	0	0	0	0	0	0	0	1	2	13
April	20	0	42	43	17	2	1	12	0	0	0	0	0	0	5	0	0	20
May	24	1	42	51	17	1	0	7	6	0	2	0	0	0	3	4	0	23
June	31	3	42	51	17	4	0	9	5	0	0	0	0	7	0	1	2	28
July	29	0	46	50	17	12	1	7	4	0	1	0	0	0	0	0	4	29
August	39	1	46	50	17	9	1	5	4	0	1	0	0	5	3	0	10	38
September																		
TOTAL	209	7				39	3	83	23	0	4	0	0	12	11	8	19	202

Backup documentation: Monthly Certified Training Roster

Unit will mainitain the sign in sheets for the trainings

An updated certified trainer's roster is produced by the 5th of every month by the unit.

A calendar of the month's trainings is produced by the 20th of the preceeeding month.

Office of the State Superintendent of Education

Division of Early Learning

Training Data

October 1, 2012 - September 30, 2013

Month	Number of Trainings Scheduled	Number of Trainings Cancelled	Total Number of Trainings Held	Number of Certified Individual Trainers	Number of Cerfied GroupTrainers	Number of Training Partners	OSSE Dept.Special Ed. # of Trainings	OSSE Dept Special Ed. # of Participants	OSSE Wellness and Nutrition # of Trainings	OSSE Wellness and Nutrition # of Participants	ECE Staff # of Trainings	ECE Staff # of Participants	ECE Partnership # of Trainings	ECE Partnership # of Participants	# of Trainings Provided by Contractors	Number of Participants
OCT	8	0	8	38	42	14	**0**	**0**	**0**	**0**	**0**	**0**	**5**	**69**	**3**	**33**
NOV	10	1	9	38	42	14	**0**	**0**	**0**	**0**	**0**	**0**	**7**	**61**	**3**	**52**
DEC	14	0	14	38	42	14	**0**	**0**	**0**	**0**	**0**	**0**	**8**	**86**	**6**	**71**
JAN	10	0	10	39	49	16	**0**	**0**	**0**	**0**	**0**	**0**	**6**	**91**	**4**	**77**
FEB	10	0	10	38	51	15	**0**	**0**	**0**	**0**	**0**	**0**	**6**	**125**	**4**	**86**
MAR	14	1	13	53	43	15	**0**	**0**	**0**	**0**	**0**	**0**	**10**	**129**	**3**	**67**
APR	20	0	20	42	43	17	**0**	**0**	**0**	**0**	**9**	**170**	**8**	**81**	**3**	**86**
MAY	24	1	23	42	51	17	**0**	**0**	**0**	**0**	**9**	**148**	**8**	**48**	**6**	**139**
JUNE	31	3	28	42	51	17	**0**	**0**	**0**	**0**	**11**	**91**	**9**	**63**	**8**	**148**
JULY	29	0	29	46	0	17	**0**	**0**	**0**	**0**	**11**	**189**	**7**	**29**	**11**	
AUG	39	1	38	46	50	17	**0**	**0**	**0**	**0**						
SEPT																
TOTAL	209	7	202				0	0	0	0	40	598	74	782	51	759

October 1, 2012 - September 13, 2013	
Total Number of Trainings	
Total Number of Participants	

DISTRICT OF COLUMBIA
DC PROS
PROFESSIONALS RECEIVING
OPPORTUNITIES & SUPPORT

The District of Columbia
Early Childhood Professional Development Plan

ACKNOWLEDGEMENTS

The Office of the State Superintendent of Education, Division of Early Childhood Education (ECE) would like to recognize the following individuals and organizations for their invaluable contributions to the completion of DC PROS:

- The University of the District of Columbia Center for Applied Research and Urban Policy (CARUP) for conducting the extensive research necessary to ensure that this professional development plan reflects the early childhood and out-of-school time workforce. ECE team worked closely with Dr. Deborah Lyons, Director and Sarah J. Davidson, Senior Researcher.

- The ECE Professional Development Unit and all participants who are listed appendix A.

- The Former Mayor's Advisory Committee on Early Childhood Development (MACECD) who participated in numerous citywide professional development strategic planning meetings, provided technical support and an in-depth analysis of the research findings and recommendations.

- The National Child Care Information Center (NCCIC), a service of the Child Care Bureau of the Agency for Children and Families, U.S. Department of Health and Human Services was represented by Barbara L. Tayman and Sarah LeMoine, both of whom facilitated meetings and provided invaluable technical assistance and guidance during the professional development strategic planning process.

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EXECUTIVE SUMMARY

The Purpose

The District of Columbia Professionals Receiving Opportunities and Support (DC PROS) Professional Development (PD) Plan is designed to serve as a guide for the District of Columbia to solidify and expand professional development opportunities for the 6,300[1] early childhood practitioners working in employer supported and/or sponsored programs. These programs include Head Start and Early Head Start, Family Child Care, public schools, DC Public Charter Schools, child care programs, In-Home and Relative Care programs and Out-of-School Time (OST) programs. OST practitioners work with children from birth up to under age 15, and for those working with children with disabilities and children with special health care needs up to age 19.

The Division of Early Childhood Education (ECE) within the Office of the State Superintendent of Education (OSSE) is the lead agency responsible for coordinating early childhood programming and Out of School Time services for children and their families in the District of Columbia. OSSE sets proactive policies, exercises oversight, and directs resources that guarantee all residents of the District of Columbia at all levels receive an excellent education. ECE is committed to providing the leadership and facilitation of collaboration necessary to implement DC PROS.

DC PROS builds upon systems that were already in place and includes the goals and initiatives designed to accomplish all of these workforce development objectives. During the DC PROS planning process, we were constantly reminded that strategic planning is a dynamic process that is never really completed. In this regard, DC PROS will continue to be a work in progress with current issues addressed for congruence with best practices in the field and legislative or policy changes.

The Alignment with Other Initiatives

DC PROS PD Plan is the vehicle that combines all PD programs, initiatives and efforts from a cross-sector of early childhood communities. This plan is aligned with key federal and local policies.

The Federal Head Start Reauthorization Act, Federal Child Care Development Fund Program and the District of Columbia Pre-K Enhancement and Expansion Act of 2008[2] all require ECE to create opportunities that increase the quality of the early childhood workforce.

On a local level, OSSE's 2009 – 2013 Strategic Plan requires training and technical assistance for providers to ensure that all children entering kindergarten are prepared for school. ECE's mission is to develop an effective early childhood education system by implementing high standards for programs and professionals, creating supports to meet standards, adhering to rigorous accountability measures, engaging community stakeholders and securing strong financial supports. Mayor Adrian Fenty's 2007 Transition Workgroup on Early Care and Education also highlighted the need for quality in early

[1] Ensuring a VIBRANT CITY - The Economic Impact of Early Care and Education Industry in the District of Columbia. National Economic Development and Law Center. Executive Summary April 2007.
[2] ibid

childhood education though an efficient, well-coordinated early childhood infrastructure capable of sustaining quality program for all children ages birth through five years and strong accountability measures to drive continuous quality improvements across all programs serving young children. DC PROS supports all of these objectives.

DC PROS is also aligned with the National Association for the Education of Young Children's (NAEYC) Conceptual Framework for Early Childhood Professional Development and their Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems.

The Data-Driven Process

DC PROS is the culmination of over 15 months of intensive work and ongoing collaboration among a cross-sector of early childhood stakeholders. The University of the District of Columbia Center for Applied Research and Urban Policy held three citywide strategic stakeholders meetings, made presentations to the former Mayor's Advisory Committee on Early Childhood Development (MACECD) and its Professional Development Subcommittee, attended community forums and national PD conferences.

Stakeholders from a cross-sector of the early childhood community examined ways that qualifications can be raised within the overall existing workforce. They used a gap analysis process to examine expectations by analyzing the current level of professional development activities and to identify gaps in services. Ideas were presented for the development of an effective system to train and induct entry-level early childhood practitioners across public school, private, parochial and community-based programs in the city. In addition, they explored options and opportunities for professional development, its policies, funding and quality assurance at all levels in the DC professional development system. Discussions were passionate and engaging, but consistently centered on one critical focus: how best to develop a continually evolving, high quality, professional development plan for the District's early childhood practitioners, while ensuring positive child and family outcomes.

The Guiding Principles

Stakeholders identified the following principles as key to an effective PD system. An effective professional development system:

1. Promotes life-long career progression and continually enhances the skills and knowledge of early care and education professionals

2. Provides training that is knowledge driven, based on quality standards, child development competencies and best practices

3. Encompasses systematic and multiple pathways to enhance knowledge, inspire and help practitioners soar

4. Empowers participants to feel ownership and become advocates for early care and education,

5. Helps practitioners facilitate the preparation of children for success in school and in life

6. Links theory, classroom behavior, mentoring and observations

7. Rewards increased knowledge and skills with incentives and fair compensation and has a retention plan for trained practitioners

8. Communicates training opportunities and has a career lattice

9. Has adequate funds and qualified staff to provide high-quality services to children and families

10. Includes a system of support for practitioners to participate in professional development programs

11. Meets practitioners where they are and provides intensive support and professional development

12. Practitioners must have an array of diverse supports to provide care for children with special needs

13. Promote continuous inquiry and improvements embedded in the daily life of early care and education practitioners

The Elements

After a careful analysis of program needs, gaps in services and what is realistic within the constraints of available and expected resources, six goals were developed around the established interconnected elements of the professional development system:

■ **Core Knowledge** oal: To ensure that all early childhood practitioners have interdisciplinary competencies based on core knowledge areas that define a set of professional standards that guide decisions and practices.

■ **Access and Outreach**
Goal: To expand the outreach and access process so it is easy, efficient, linguistically and culturally relevant and user friendly, with a self-monitoring component.

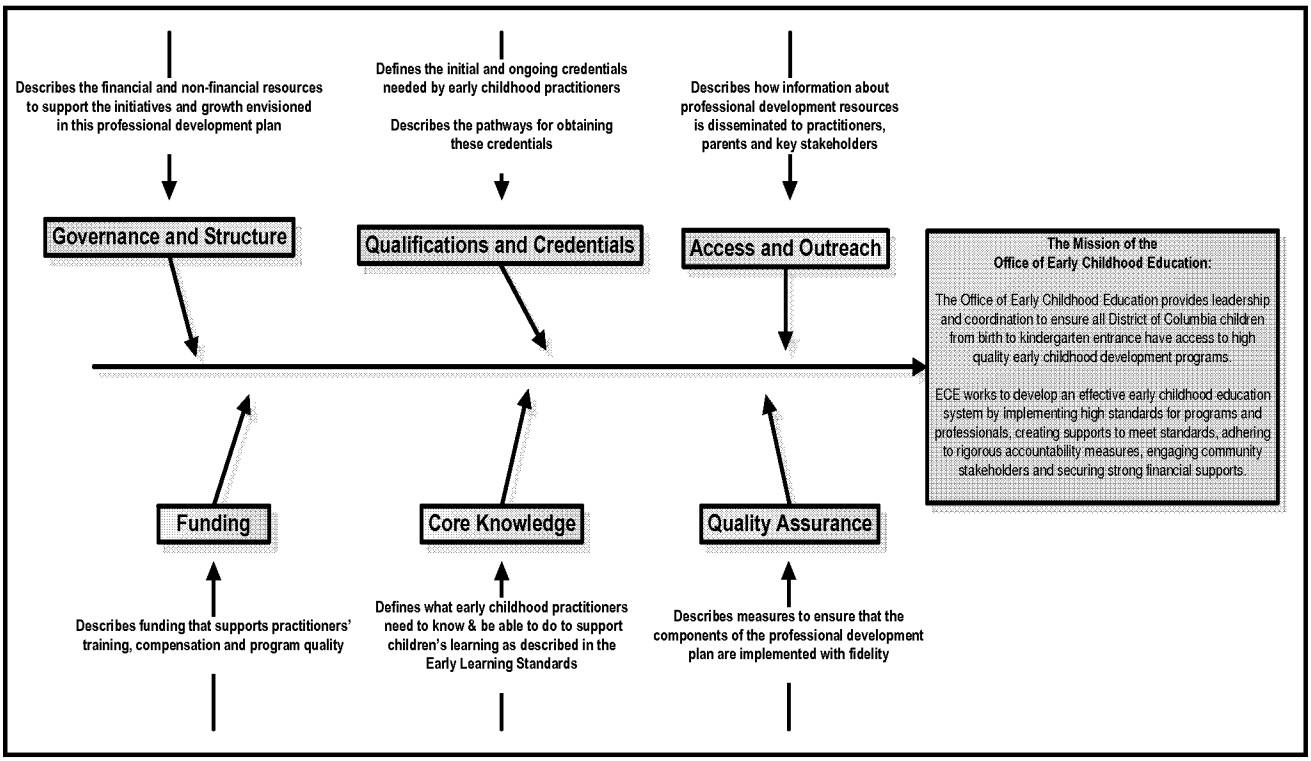
■ **Qualifications, Credentials, and Pathways**
Goal: To provide quality standards that define qualifications, credentials and multiple pathways, with appropriate compensation for all staff working in early childhood programs.

■ **Funding**
Goal: To expand funding and the financial infrastructure that supports practitioners' training and program quality.

■ **Quality Assurance**
Goal: To develop and report findings/outcomes of quality assurance mechanisms to ensure that training, education and technical assistance activities contribute to continuous improvements in the quality of child care.

■ **Governance & System Financing**
Goal: To acquire stable, broad-based financial and non-financial resources to support the programs and growth envisioned in this strategic plan.

THE PROFESSIONAL DEVELOPMENT PLAN: GOALS, COMPONENTS AND FUTURE DIRECTIONS



This section identifies the strategic goals and key program components germane to the successful implementation of the District of Columbia (DC) professional development system. It also provides the logic and thought behind DC PROS.

DC PROS is an organized, coherent, easily navigated professional development system that is culturally and linguistically sensitive, with goals and programs covering six established professional development **interconnected** elements: (1) Core Knowledge; (2) Access and Outreach; (3) Qualifications, Credentials and Pathways; (4) Funding; (5) Quality Assurance; and (6) Governance and System Financing.

Program functions are covered in the first four goals; with research and evaluation of the professional development system covered in goal five; and financial viability, management, infrastructure development and partnerships addressed in goal six.

It is from this section that the District of Columbia's professional development annual operating plans and long- and short-term goals will be developed.

ELEMENT I: CORE KNOWLEDGE

What is Core Knowledge?

Core Knowledge is defined as the specific knowledge and professional characteristics needed by early childhood practitioners to work effectively with all young children and families. It is the foundation for determining training content, course content, and competency standards for professional performance. Core Knowledge includes a career lattice, which provides opportunities and levels of mastery connected to a progression of direct career roles in different early childhood settings for all practitioners.

Most importantly, mastery in these areas enables the practitioners to plan and facilitate learning opportunities that are aligned to the Early Learning Standards.

ECE defined 11 core knowledge areas, with some examples of topics in each area, in terms of the knowledge and skills required for practitioners who provide care and education to young children to include:

1. Child Growth and Development
2. Observing, Documenting and Assessing to Support Young Children and Families
3. Health, Safety, and Nutrition
4. Curriculum
5. Inclusive Practices
6. Learning Environments
7. Building Family and Community Relationships
8. Diversity: Family, Language, Culture, and Society
9. Program Management, Operation and Evaluation
10. Professionalism and Advocacy
11. Social-Emotional Development and Mental Health

A more detailed description of each Core Knowledge Area is in Appendix B.

Feedback from Stakeholders

During community hearings and stakeholder meetings, practitioners along with parents of children with special needs, cited the necessity for specific knowledge to further their learning about how to best promote quality inclusion to help children develop. Parents further stated that they felt the need to be included in all aspects of early childhood knowledge acquisition as related to their children. In this regard, the professional development needs of practitioners working with special needs children require that Core Knowledge be enhanced to ensure that the children are effectively identified and their families are supported. Hence, a stronger emphasis on specialized inclusion training for practitioners; and core knowledge necessary for parents of children with special needs and developmental disabilities have been added.

Core Knowledge: Goals and Strategies

Core Knowledge Goal: To ensure that all early childhood practitioners have interdisciplinary competencies based on core knowledge areas that define a set of professional standards that guide decisions and practices.

Major Component/Initiative	Current Status			Future Direction
	Planning	Developing	Implementing	
ECE Career Pathways The ECE Career Pathways defines pathways for practitioners to reach various career levels. The lattice specifies core knowledge categories, training, education experiences and requirements for each of the six DC ECE professional levels framework, and leads to credentials and degrees.			✓	Require higher education institutions receiving scholarship funding to align courses with core knowledge areas
Early Learning Standards Mastery of the core knowledge areas allows practitioners to design learning opportunities that are aligned with the standards.			✓	Develop resources to show the connection between the core knowledge areas and the early learning standards
Child Care Licensing Regulation Child care licensing regulations identifies the minimum and continuing education requirements for practitioners working in licensed child development facilities. The core knowledge areas are embedded within these requirements.			✓	Include a professional development presentation as part of the mandatory licensure orientation process
Certified Trainers Process This program certifies and recertifies competent individuals and organizations to train practitioners in core knowledge areas.			✓	Ensure that all trainers specify the core knowledge area(s) their training is aligned with on training certificates Increase the quantity of trainers skilled to train families of & practitioners working with our special needs, ELL and infant/toddler populations
Monthly Training Calendar This monthly calendar provides information on professional development training opportunities. This is distributed to parents, practitioners, organizations and key stakeholders. The calendar indicates the core knowledge area(s) the training is aligned to.			✓	Use program assessment data to identify areas that challenge practitioners Include more parent trainings and incorporate public and charter schools trainings
Higher Education and CDA Scholarships Scholarships are provided to practitioners pursuing Child Development Associates (CDA) credentials and associates, bachelors and masters degrees. The core knowledge areas are aligned with NAEYC professional standards and the CDA Core Competencies.			✓	Encourage higher education partners to pursue NAEYC/NCATE accreditation and align coursework with the core knowledge areas Create a resource to show the alignment between these standards and competencies

ELEMENT II. ACCESS AND OUTREACH

What is Access and Outreach?

Access and Outreach is defined as the process of informing practitioners and other individuals about entry and continuing education requirements for professional roles in the early childhood field. It supports practitioners by helping them assess current qualifications, identify professional development resources, and plan their own career advancement. Access and Outreach also takes into consideration the importance of technology in the learning process.

Feedback from Stakeholders

Input from stakeholders highlighted the need for more accessible community training and for ECE to serve as a clearinghouse for public information. In addition, feedback from community forums indicated a greater need for outreach to the English Language Learning community and to practitioners and families of children with special needs.

Access and Outreach: Goals and Components

Access and Outreach Goal: To expand the outreach and access process so it is easy, efficient, linguistically and culturally relevant, and user friendly, with a self-monitoring component.				
Major Component/Initiative	**Current Status**			**Future Direction**
	Planning	Developing	Implementing	
OSSE/ECE Website http://osse.dc.gov This website is the primary source for all ECE programs, policies, regulations, and professional development activities.			✓	Continue to explore ways the website can be updated in a more efficient and consistent manner Create a branding and marketing strategy that identifies this website as the main source of information
ECE E-News & Listserv This electronic newsletter provides a listserv with information about professional development activities.			✓	Increase the number of practitioners, parents and stakeholders on the listserv Archive ECE E-News on OSSE's website Include organizations representing infant-toddler, special education, Spanish and Amharic speaking practitioners and parents and out-of-school time staff
Grantees Website The majority of professional development initiatives are delivered through grantees. Each grantee is required to post information about the professional development services they provide on their public websites.			✓	Include website review as part of a monthly (currently quarterly) grant monitoring process Ensure that grantees include strategies to target Spanish speaking practitioners in their work plan
Monthly Training Calendar This monthly calendar provides information on professional development training opportunities. This is distributed to parents, practitioners, organizations and key stakeholders.			✓	Include more evenings and weekend trainings Include more training targeting public and charter schools, infant-toddler, special education, Spanish and Amharic speaking practitioners and parents and out-of-school time staff Integrate technology in trainings
Training Calendar Information Line (202) 310-2020 The line provides information about training opportunities. This targets providers without internet access.			✓	Add a separate line for Spanish speaking providers – currently this is one shared line

Access and Outreach Goal: To expand the outreach and access process so it is easy, efficient, linguistically and culturally relevant, and user friendly, with a self-monitoring component.				
Major Component/Initiative	**Current Status**			**Future Direction**
	Planning	Developing	Implementing	
Television Station - OCT TV-16 OCT TV-16 provides information regarding the many programs, services, and opportunities made available by the District of Columbia government.	✓			Brainstorm possible format and programs with stakeholders
Professional Development Registry This registry is the District's tool to track ECE practitioners' training and professional growth. It also serves as the certified trainer database that practitioners can use to access approved training and trainers.		✓		Implement a seamless data transfer process between the registry and OSSE's centralized database. Provide incentives to encourage providers and trainers to register Include a career counseling component
Child Care Resource and Referral Agency Currently operated through the Washington Child Development Council (WCDC), this agency provides child care resources to providers, parents, government officials and community leaders.			✓	Create a more consistent communication system between WCDC and ECE Expand the current child care resource and referral services to align with ECE's new mission, national standards and best practices
DC Early Childhood Mentors This program would provide a stipend for current early childhood teachers to mentor and provide hands-on and in-service training to peers. This supports the linkage between training and practice. Mentor teachers will be selected through a formal application process that involves a professional qualifications review, observation and review of the mentor candidate's classroom	✓			Create a committee to support the design of this program Explore mentorship models used in other states

ELEMENT III. QUALIFICATIONS, CREDENTIALS, AND PATHWAYS

What are Qualifications, Credentials and Pathways?

Qualifications, Credentials and Pathways include minimum pre-service requirements, ongoing continuing education requirements and a credentialing process certifying that individuals have met a defined set of requirements set forth by the grantor of the credential, and define pathways leading to qualifications, degrees, and credentials.

ECE has implemented multiple programs to improve the quality of practitioners in the District of Columbia. The Child Development Associate (CDA) Credential is a foundation for ECE practitioners leading to the AA degree, the BA degree, and beyond.

Feedback from Stakeholders

Among the many concerns noted at workshops and stakeholders meetings were the limited provisions of training for ECE practitioners working with special needs population. Current programs need to be developed to strengthen this area.

Qualifications, Credentials and Pathways Goal: To provide quality standards that define qualifications, credentials and multiple pathways, with appropriate compensation for all staff working in early childhood programs.

Major Component/Initiative	Current Status			Future Direction
	Planning	Developing	Implementing	
Child Care Licensing Regulation Child care licensing regulations identifies the pre-service and continuing education requirements for staff working in licensed child development facilities.			✓	Revise the current regulation so that it specifies what level of accreditation higher education institutions must have
Early Childhood Credentialing This system issues various levels of credentials to practitioners based on the child care licensing staff qualification requirements. This credentialing system will be aligned with the professional development registry. Qualifications are currently reviewed and approved without a systematic credentialing process		✓		Identify the internal and external resources required to have this fully implemented and publicized Include credentialing for infant-toddler and out-of-school time providers
Early Childhood Career Lattice This lattice describes the qualifications and skills connected to each position within the field. While the framework is in place, the lattice needs to be revised to reflect current policies and regulations.			✓	Incorporate all positions and early childhood program settings Provide options for practitioners entering the field from alternative pathways Review to ensure alignment with current regulatory and policy changes
Professional Development Registry This registry is the District's tool to track practitioners' training, professional growth and other demographic data. It also serves as the certified trainer database.		✓		Implement a seamless data transfer process between the registry and OSSE's centralized database Provide incentives to encourage providers and trainers to register
Early Childhood Career Counseling This program would provide support and guidance to practitioners as they progress through the career lattice.	✓			Create a taskforce to guide the creation and implementation of this initiative. Align with the professional development registry process

ELEMENT IV. FUNDING

What is Funding?

This is the availability of funding for scholarships, professional development courses, degrees, and compensation for retention initiatives and quality program awards. This section looks at the integration of the professional development system with compensation and other funding necessary to support raising practitioner qualifications.

Feedback from Stakeholders

Stakeholders noted a decrease in funding for professional development as a challenge.

Funding: Goals and Strategies

Funding Goal: To expand funding and the financial infrastructure that supports practitioners' training, compensation and program quality.				
Major Component/Initiative	**Current Status**			**Future Direction**
	Planning	Developing	Implementing	
Higher Education Scholarships Scholarships are provided to students taking early childhood courses via ECLI/UDC.			✓	Increase higher education partnerships including distance education programs Form partnerships with nationally recognized organization to implement higher education scholarship program. Increase funding for scholarships
Higher Education Cohort Scholarships Support and scholarships are provided to cohorts of students pursing associates, bachelors and masters degree in early childhood or a closely related field ECLI/UDC.			✓	Specifically target infant-toddler and special education cohorts Increase the articulation agreements to allow seamless transfer between CDA, associates, bachelors and masters degree
Child Development Associates (CDA) Scholarship Partial scholarships are provided to candidates seeking initial, second endorsements and renewal credentials.			✓	Increase articulation agreements to allow seamless transfer between the CDA and associates degree
Child Development Associates (CDA) Training Partial scholarships are provided to candidates undergoing the training required to apply for this credential.			✓	Increase center director/administrator buy-in to allow more candidates to attend training
Advanced Management Institute for Directors This free program trains child care directors to utilize the Program Administration Scale to measure leadership and management in early childhood settings and positions them to obtain the director's credential.			✓	Incorporate technology in the training

Funding Goal: To expand funding and the financial infrastructure that supports practitioners' training, compensation and program quality.

Major Component/Initiative	Current Status			Future Direction
	Planning	Developing	Implementing	
CDA Bonus This incentive-based initiative encourages center directors to give a bonus of $100 or more to practitioners who obtain the CDA Credential.			✓	Increase compensation initiatives and explore other national models like T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® and Child Care WAGE$®
"Going for the Gold" Tiered Reimbursement Incentives (Quality Rating and Improvement System) This incentive-based program is a quality rating improvement system that allows programs in the District's Child Care Subsidy System to move through three elevated payment tiers (Bronze, Silver, and Gold with Gold as the highest level). Tiers are based on a differential quality criterion that includes accreditation, compliance with licensing regulations, staff qualification and training, staff compensation, parent involvement and consumer education, and learning environment. The reimbursement rate is increased as programs move up the tiers.			✓	Provide targeted professional development that allow programs to move through the tiers Increase the incentives to encourage programs to move through the tiers Provide a time limit for how long providers can remain on a tier
Accreditation Facilitation Project Currently implemented by the local child care and referral organization, Washington Child Development Council, this program provides free support to centers and home providers actively seeking national accreditation through mentoring, assessments and technical assistance.			✓	Increase the incentives to encourage centers and home providers to pursue national accreditation
Director's Credential The credential expands leadership opportunities for child care directors by requiring them to obtain 15 college credits. This credential is recognized by NAEYC as meeting national accreditation standards.			✓	Incorporate technology in the training Ensure that credits articulate into associates and bachelors degree programs

What is Quality Assurance?

Quality Assurance incorporates three levels of oversight related to the efficacy of programming: 1) trainer approval, 2) training approval, and 3) evaluation processes.

An essential feature of the DC PROS will be the continuous and systematic evaluation of the program initiatives. The focus of the evaluation will be on program outcomes.

Feedback from Stakeholders

Stakeholders identified the lack of a defined accountability system and inconsistent training quality as challenges.

Quality Assurance: Goals and Strategies

Quality Assurance Goal: To develop systems that ensure that training, education and technical assistance activities contribute to the continuous development of the early childhood workforce which in turn impacts the quality of child care.

Major Component/Initiative	Current Status			Future Direction
	Planning	Developing	Implementing	
Trainer Certification Process This process certifies competent individuals and organizations to train ECE practitioners in core knowledge areas. Trainers undergo a rigorous application process and must submit an annual report to document continuous quality.			✓	Increase the quantity of trainers skilled to train families of & practitioners working with our special needs, ELL and infant/toddler populations Conduct site visits to observe certified trainers Explore best practices in trainer certification models to ensure alignment Partner with OSSE's Adult Education Unit to ensure alignment with adult learning theories
Licensing Review A review of all licensed early childhood programs is conducted by the licensing unit three times a year to ensure compliance with licensing standards including staff qualification.			✓	Use data from licensing reviews to develop professional development activities Track licensing data to see the impact professional development has on programs – review trends
Subsidy Program Review The program quality division conducts monitoring visits to ensure that subsidy programs continue to meet the quality standards which include staff qualification and professional development guidelines.			✓	Use data from monitoring reviews to develop professional development activities Track monitoring data to see the impact professional development has on programs – review trends
DC PROS Evaluation and Impact Study This process will be conducted to determine the strengths, challenges and effectiveness of this professional development plan for quality assurance and continuous improvement purposes.	✓			Identify evaluation plan

Quality Assurance Goal: To develop systems that ensure that training, education and technical assistance activities contribute to the continuous development of the early childhood workforce which in turn impacts the quality of child care.

Major Component/Initiative	Current Status			Future Direction
	Planning	Developing	Implementing	
Training Evaluation All training evaluation is reviewed and archived to assure quality.			✓	Track training evaluations in real time Explore other methods of evaluating training in addition to the traditional end of the training evaluation form
Grant Monitoring The majority of professional development initiatives are delivered through grantees. Grant monitors conduct site visits, review work plan plans and ensure that grantees are meeting grant outcomes and objectives.			✓	Enhance the data collection system so that monitoring data is available in real time
Higher Education Partnership Approval Process This process ensures that scholarships are awarded to practitioners from higher education programs that meet high quality standards	✓			As higher education partnerships increase, develop eligibility requirements that include accreditation requirements, course alignments, course accessibility and use of technology

ELEMENT VI. GOVERNANCE AND SYSTEM FINANCING

What is Governance and System Financing?

Governance and Financing is defined as the management operation function that supports the professional development infrastructure in order to ensure efficiency and effectiveness. This section focuses on obtaining funds to help the District of Columbia design a coherent system of professional development and includes partnerships and task forces along with identifying resources and enhancing funding to support the full implementation of DC PROS.

A significant strength of ECE's professional development system is the partnerships that have been instituted in the last 15 years with public and private entities. Community partnerships and collaborations have resulted in a cross-sector system that blends resources and assists practitioners in training, accreditation and higher education.

Feedback from Stakeholders

Stakeholders noted the decrease in the FY 2008 budget as a challenge.

Goals and Strategies: Governance and System Financing

Governance and System Financing Goals:
A. To acquire stable, broad based, financial and non-financial resources to support the programs and growth envisioned in this strategic plan.

B. To ensure that the PD System is goal oriented, accountable with a clear vision, and has delegated authority.

Major Component/Initiative	Current Status			Future Direction
	Planning	Developing	Implementing	
Early Childhood Advisory Council The Early Childhood Advisory Council is the advisory arm of ECE. This group of key stakeholders provides guidance on ECE policies and program.			✓	Continue to ensure that this council represents a diverse cross-sector of stakeholders including teachers and parents
OSSE Office of Higher Education Financial Services (HEFS) HEFS administers the District's higher education financial aid grants. Students may apply for all grants using one streamlined application called the DC OneApp.			✓	Consider ways of linking early childhood higher education scholarships with the HEFS process
Local Early Childhood Advocacy Agencies ECE partners with many local advocacy agencies to expand professional development offerings. These include, but are not limited to, DC Association for the Education of the Young Child, Washington Association for Child Care Centers, Universal School Readiness Stakeholders and New Family Child Care Providers Association.			✓	Expand partnership opportunities
The National Child Care Information and Technical Assistance Center (NCCIC) NCCIC, a service of the federal Child Care Bureau, is a national clearinghouse and technical assistance (TA) center that provides comprehensive child care information resources and TA services to Child Care and Development Fund (CCDF) Administrators and other key stakeholders.			✓	Continue to use resources from NCCIC to guide policies and practice

Governance and System Financing Goals:
A. To acquire stable, broad based, financial and non-financial resources to support the programs and growth envisioned in this strategic plan.

B. To ensure that the PD System is goal oriented, accountable with a clear vision, and has delegated authority.

Major Component/Initiative	Current Status			Future Direction
	Planning	Developing	Implementing	
National Association of Child Care Resources and Referral (NACCRA) Child Care Resources and Referral (CCR&R) ECE contracts with a vendor to provide CCR&R services to parents to help them make informed decisions about quality and child care resources. Services and activities include information on availability of public subsidies for ECE and Out-of-School Time programs; a searchable on-line data base of child care options; an on-line centralized calendar of local, state and national professional development events in English and Spanish; training opportunities for child care practitioners; and live and automated telephone assistance for parents, child care practitioners and other stakeholders.			✓	Expand the parent and outreach services through targeted programs
Washington DC Government Agencies Under the leadership of the City Council and Office of the Mayor, the DC government includes funding in its annual budget to support ECE's programs which includes professional development. Professional development trainings, outreach strategies and other services are also provided by other government agencies including Child and Family Services Agency, Fire and Emergency Medical Services Department, Office on Latino Affairs, Office on African Affairs and Office on Asian and Pacific Islander Affairs			✓	Continue to increase inter-governmental partnerships

A Selected Glossary

Accreditation: Approval or recognition granted to programs for meeting standards identified by an accrediting authority such as the National association for the Education of Young Children and the National Association for Family Child Care (NAFCC).

Articulation: The transfer of professional development participants' credential, credit, degrees and so forth from one program or institution to another, ideally without a loss of credits.

Best Practices: Practices in early childhood programs based on knowledge and research to promote optimum development and learning for young children in cooperation with their families; characterized as family centered, high quality, comprehensive, inclusive, coordinated, and equitable.

Career Lattice: A career lattice allows for movement across roles, provides for multiple roles and settings within the ECE profession, and defines different pathways and/or career lattices for practitioners to reach various ECE levels.

Caregiver: An individual who is in care of, and responsible for the direct care, supervision, and guidance of children in a Child Development Home or Expanded Child Development Home.

Center Director: A child development center practitioner who is in charge of the day-to-day operations of the Center.

Child Care: The regular supervision of a child by a person (practitioner) other than their parents.

Early Childhood Teacher: An individual in charge of planning, implementing and supervising the daily activities of a group of children at a child care center.

Child Development Associate (CDA): A practitioner who meets the specific needs of children and who, with parents and other adults, nurtures child physical, social, emotional and intellectual development. Candidates are awarded the Child Development Associate Credential after demonstrating skills and competencies in early care and education set forth by the Council for Professional Recognition.

Child Development Center: A child development facility is defined as being located on premises other than a dwelling occupied by the operator of the Facility.

Child Development Facility: A child development facility is a center, home, or other structure that provides care and other services, supervision and guidance for children, infants, and toddlers on a regular basis, regardless of its designated name. Child development facility includes child development homes, expanded child development homes, and child development center. Child development facility does not include a public or private elementary or secondary school engaged in legally required educational and related functions.

Child Development Home: A child development home is defined as a child development facility located in a private dwelling occupied by the operator of the facility. Child development home also includes those facilities classified as expanded child development homes.

Collaboration: A process in which people from difference agencies or groups join together to work toward a common goal, resulting in a highly shared effort with members eventually committing themselves to a common goal.

Competence: Competence is the range of specific skills knowledge, and abilities needed to meet program standards.

Core Knowledge: Core Knowledge is defined as the specific knowledge and professional characteristics needed by ECE practitioners to work effectively will all young children and families.

Credentialing: A process of providing formal recognition of different levels of professional growth toward established standards that qualify persons for a credential, such as the Child Development Associate (CDA) credential granted by the National Council for Professional Recognition.

Early Childhood: Generally refers to the period of childhood encompassing birth to eight years of age, but for the purposes of DC PROS, early childhood is defined as encompassing birth to age 5, and under the age of 15 in Out-of-School programs, and children with disabilities and special needs care up to age 19.

Early Care and Education (ECE): The provision of purposeful experiences public or private, aimed at guiding the physical, emotional, intellectual, and social development of young children starting from birth.

Early Childhood Practitioners: In DC PROS, "practitioner" is used to define a person who has knowledge and training in child development who works in a position of caring for and teaching young children. Practitioner refers to personnel in a broad spectrum of early childhood care and education settings, whether called teachers, caregivers, or providers in home or center, and preschool based programs.

Family Child Care Home: A child care program operating in the home of the provider/practitioner.

Head Start: The largest preschool program in the United States funded by the federal government to serve children ages three to five from low-income families, characterized by its comprehensive services, its emphasis on parental involvement and its Early Head Start component which funds programs for infant and toddlers and their families.

Health Consultants: Health professionals are individuals who have an interest in and experience with children, have knowledge of resources and regulations and are comfortable linking health resources and facilities that provide primary child care, educational and social service.

Inclusion: The practice in which all children, with a range of abilities and disabilities, including cognitive, social/emotional, health and mental health, physical, visual and hearing participate together and are regarded as equal members of the learning community.

In-Service Training: Training completed while working as a child care practitioner that can be in the form of workshops or courses and can be provided by an individual or specific training entity or organization.

Licensure: The process of granting formal permission to conduct an early childhood program based on meeting certain licensing standards.

Out-of-School-Time (OST) Care: OST care and services are defined as supervisions and guidance provided to one or more children of legal school age and under the age of 15 years, who are enrolled in public, private, or charter schools, before and after normal school hours.

Pre-K: Pre-K means children 3 or 4 years of age, and children who become 5 years of age after September 30th of the upcoming school year, and the educational gradation available to children of pre-kindergarten age for 2 years prior to their eligibility for enrollment in kindergarten.

Professional Development: Professional Development is a data-driven, continuous improvement process that provides a range of formal and informal experiences designed for ECE practitioners to increase their knowledge and understanding of research-based, developmentally appropriate content and teaching strategies.

Quality: Meeting high standards of best practices, which provide individually, culturally, and developmentally appropriate programs for young children and their families.

Special Needs: In the District of Columbia, special needs means providing child care services to a child who is under 19 years old who does not function according to age appropriate expectations in one of more of the following areas of development: social/emotional; cognitive; communication; perceptual-motor; physical or behavioral; or the child has chronic health issues.

Registry: A Registry is used to record all formal and informal training completed by ECE practitioners and is often used as a career record.

Training Pathways: Training pathways are defined as planned events and multiple activities that provide opportunities for professional growth and learning.

Universal Pre-Kindergarten (Pre-K): The Universal Pre-K initiative makes publicly funded preschool services available to all three and four year olds on a voluntary basis. In the District of Columbia, Pre-K is available to all children on a first come, first serve basis.

Workforce Development: Workforce development is defined in District of Columbia PreK legislation **a**s a **range** of educational and training experiences that support and increase the capacity of individuals to enter and remain a part of the ECE labor market.

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APPENDIX

Appendix A

LIST OF CROSS-SECTOR PARTICIPANTS
DC PROS STRATEGIC PLANNING PROCESS
2007-2008

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Appendix B

CORE KNOWLEDGE AREAS

The early childhood profession has defined the knowledge and skills required of professionals who provide care and education for young children. The certified trainers must have training and/or education in the Core Knowledge Area/s in which they plan to train. The Core Knowledge Areas are listed below with **some examples of topics** within each area:

1. Child Growth and Development
   a) Principles of child growth and development
   b) Domains and stages of development (motor, language, cognitive, social-emotional)
   c) Links between various aspects of development and learning

2. Observing, Documenting and Assessing to Support Young Children and Families
   a) Observation and assessment of children's behavior
   b) Screening instruments for all domains (motor, language, cognitive, social-emotional)
   c) Using observations and assessments in a effective way to support children and families
   d) Recognize the types and signs of child mental health issues

3. Health, Safety, and Nutrition
   a) Physical Development, Health and Safety
   b) Nutrition
   c) Types and signs of abuse, neglect, and violence; responsibilities and procedures for reporting abuse and neglect
   d) Developmental consequences of abuse, neglect, stress and trauma

4. Curriculum
   a) Planning and implementing a developmentally appropriate curriculum that advances all areas of children's learning and development
   b) Approaches to Learning, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Creative Arts
   c) Considering culturally-valued content and home experiences
   d) Strategies that offer choices and foster curiosity, problem solving and decision-making
   e) Planning and implementing a curriculum that is aligned with DC's Early Learning Standards

5. Inclusive Practices
   a) Characteristics of children with varied disabilities
   b) Adaptations of curricula to include children with disabilities in all classroom activities
   c) Interventions to enhance the growth and development of children with disabilities and development of the Individualized Family Service Plan (IFSP) or the Individualized Education Plan (IEP)

6. Learning Environments
   a) Creates learning environments that are responsive to the diverse needs of the abilities and interests of young children
   b) Strategies to implement learning environments that support developmentally appropriate practices (infants, preschoolers, school age)
   c) Adaptations to fully include children with special needs

7. Building Family and Community Relationship
   a) Principles and strategies that view families as functional and resilient with diverse values, cultures, unique temperaments and learning styles
   b) Establishing relationships and communication with families and other community systems that are productive, supportive and pro-active
   c) Issues, challenges, and services regarding mental health

8. Diversity: Family, Language, Culture, and Society
   a) Culture, language and ethnicity as a positive influence on a child's development
   b) Helping young children understand and appreciate different cultural traditions

9. Program Management, Operation and Evaluation
   a) Approaches and techniques to plan, organize, and use available resources
   b) Effective strategies for working productively with staff and community resource individuals and agencies
   c) Techniques to conduct program evaluation and to implement program improvements
   d) Interpersonal development and communication including team building, collaboration, and conflict management principles and skills.
   e) Fiscal planning and management

10. Professionalism and Advocacy
   a) Scope of the early childhood profession
   b) Impact of federal, state, and local standards, policies, regulations, and laws which govern and impact on children, programs and early childhood professionals
   c) Approaches to evaluate one's professional skills and need for professional development
   d) Responsibility to work with other early care and education professionals, parents and the community to discuss and improve policies, laws, standards, practices that impact children, programs and the profession

11. Social-Emotional Development and Mental Health
   a) Social and emotional development
   b) Communication techniques for guiding young children toward self- direction and confidence
   c) Guidance and management strategies that support developmentally appropriate practices
   d) Approaches to provide supportive relationships with children and to foster positive peer-to-peer interactions
   e) Approaches to meet the mental health needs of all children

Appendix C

CAREER LATTICE*

Level	Credential
Level 1	High School Diploma or GED AND 45 clock hours covering at least six of the core knowledge areas **OR** 3 college level credits in early childhood education, child development or child and family studies which must together align with at least 6 of the core knowledge areas
Level 2	Child Development Associates Credential **OR** 9 college level credits in early childhood education, child development or child and family studies which must together align with at least 9 of the core knowledge areas
Level 3	Associate degree in early childhood education, child development or child and family studies from an approved college with at least 18 credits in early childhood/child development At least one course must contain a supervised field experience component **OR** Successful completion of an approved credential program that includes a minimum of 15 academic credits that are aligned to each of the core knowledge areas Program must contain a supervised field experience component
Level 4	Associate degree in early childhood education, child development or child and family studies from an approved college with at least 18 credits in early childhood/child development At least one course must contain a supervised field experience component AND 9 additional college level credits in early childhood in early childhood/child development **OR** A bachelor's degree in a **non-related** field with at least 18 credits in early childhood/child development At least one course must contain a supervised field experience component
Level 5	Bachelor's degree in early childhood education, child development or child and family studies from an approved college **OR** Bachelor's degree in a related field with at least 15 credits in early childhood education, child development or child and family studies
Level 6	Bachelor's degree in early childhood education, child development or child and family studies from an approved college AND OSSE Early Childhood Teacher Licensure Pre-K – Grade 3
Level 7	Master's degree in early childhood education, child development or child and family studies **OR** Master's degree in a related field with at least discipline with at least 18 graduate credits in early childhood/family studies
Level 8	Ph. D or Ed. D in early childhood education, child development or child and family studies

* Ongoing professional development required to maintain each credentialing level.

Appendix D

PROFESSIONAL DEVELOPMENT TIMELINE

DISTRICT OF COLUMBIA EARLY CARE AND EDUCATION PROFESSIONAL DEVELOPMENT TIMELINE

The Struggling Years:

1963 Change to DC child care licensing requirements limited to custodial care.

1967 Federal government creates Community Coordinated Child Care (4Cs) to coordinate public and private day care and preschool efforts in DC.

1969 District School Board voted to extend public schools downward to include 4 year-olds.

1971 Feeling threaten, forty-five early care providers from Nursery School Administrators form mutual protection society because of new staffing requirements developed in 1969.

1971 Washington Post reports that the only staff requirement for working in a DC child care center is "good moral character".

1971 A proposal requiring center directors to have a MA degree or a BA degree and two years teaching experience, described as unrealistic by Kirschner Associates because the majority of child care staff has no formal training.

1973 Head Start and Model Cities join forces and establish the Washington Child Development Council (WCDC) established by Head Start and Model Cities to improve the quality of child care services for children and their families.

1974 Department of Health, Education and Welfare audit finds that hundred of District of Columbia children have been cared for in unlicensed private centers that violate federal, safety and sanitary standards.

1979 Mayor's Advisory Committee on Early Childhood (MACECD) Development established.

The New Directions Years:

1984 Bobbi Blok, WCDC publishes position paper calling for quality child care in the District and legislative action.

1987 Office of Early Childhood Development (OECD) established by DC Law 6-169.

1987 Mayor's Child Development Coordinating Council established.

1987 SMART (Single Mothers are Resources Too), a Department of Employment Services, DC Public Schools and private businesses provides training to AFDC persons interested in working in the childcare community.

1988 MACECD re-established through Mayor's order 88-96 to advise the mayor on DC early childhood development programs.

DISTRICT OF COLUMBIA EARLY CARE AND EDUCATION PROFESSIONAL DEVELOPMENT TIMELINE

1988 DC hosts first DC Conference on Children and Youth, with a focus on training and technical assistance for child care providers.

1988 A 24-hour training and information hotline established with weekly changes to messages.

1989 Early Childhood Development Training Summit convened, with focus on training opportunities and information dissemination.

1989 State Special Education office sponsors conferences for persons interested in working with infant and toddlers with developmental delays, with more than 100 providers participating.

1989 UDC agrees to establish a user-friendly program for early care practitioners that includes one-year certificate for which college credit hours will be available; building the CDA requirements into the two year program; and reducing fees for the weekend college.

1989 Howard University Small Business Development Center conducts five-week training institute for early care and education directors.

1990 The Howard University School of Continuing Education starts offering a workshop on school-age care providers, with focus on CDA Credentialing.

1990 The DCPS Early Childhood Institute held its first annual staff development and in-service training for practitioners.

1991 Early Childhood Collaborative of DC established.

1991 Child Care Development Block Grant uses funds to expand CDA scholarship program in DC.

1991 DC provides $269,337 for DCPS/SMART to implement a program combining early childhood education training with employment.

DISTRICT OF COLUMBIA EARLY CARE AND EDUCATION PROFESSIONAL DEVELOPMENT TIMELINE

The Momentum Years:

1992 MACECD convenes Citywide Technical Assistance Day to focus on developing a vision and strategic plan for DC Professional Development System.

1992 DCPS implements the Early Childhood Teacher Collaborative for all early childhood practitioners, including support staff.

1993 MACECD co-sponsors with OECD and the National Academy of Early Childhood Program: A Center Accreditation Scholarship Fund.

1994 MACECD's Training Summit II, "Moving Forward to Create a System for Early Childhood Professional development in the District of Columbia", and the report, Moving Forward published.

1995 UDC recognizes and accepts child care workers experience obtained outside of the university, such as the CDA Credential.

1995 Metropolitan Washington Council of Governments launches Higher Education Scholarship Fund.

1998 MACECD formalizes system for certified training instituted, and includes a Trainer Certification packet.

1998 ECEA receives grant for ACYF to train Head Start staff for an AA degree; and awards grant to ECLI with instructions to make the AA degree available for early care and education practitioners. Project called Project Headway.

1998 ECEA starts providing $1,500 CDA scholarships for early care workers pursuing the CDA credential.

1999 Trainer Certification process implements a system that certifies individuals and organizations to train others in CORE Knowledge Areas and Depth of Content critical to effective early care and education.

2000 Mayor Anthony Williams' Strategic Plan for DC cites quality early care and education as the cornerstone of DC's strategy on children and youth.

2000 ECEA establishes the Tier Rate Reimbursement System (TRRS), "Going for the Gold!" to provide fair and equitable reimbursement rates to child care providers participating in the District's Child care Subsidy System.

2000 MACECD establishes DC Early Care and Education Professional levels Framework, with six levels and CORE Knowledge related to each level as well as education, training and personal attributes.

2000 Ladies Home Journal national survey ranks the District 5th among cities in North America taking care of kids.

2000 ECEA partners with the Department of Employment Services/DC Apprenticeship Council and approves and publishes Child Development Specialist Apprenticeship Program Standards for Training Apprentices to work in the early care and professional program.

2004 MACECD Professional Development Subcommittee publishes a Trainer and Training Organization Directory.

2004 OECD

devel

DISTRICT OF COLUMBIA EARLY CARE AND EDUCATION PROFESSIONAL DEVELOPMENT TIMELINE

2005 ECLI conducts a 3-day training, "Early Learning and Literacy Academy", with 275 early care and education teachers participating.

2005 CARUP at UDC, under contract with ECEA publishes findings from study on CDA Training Partners in DC and reports that DC training partners have out performed all CDA training programs in the DC Metro Area and Baltimore, MD, making DC the CDA capital of the nation.

2005 ECEA reports 1,656 individuals with CDA credentials.

2005 ECEA provides over $2 million to the ECLI at the University of DC, Southeastern University and the Metropolitan Washington Council of governments for higher education scholarships.

2005 Universal School Readiness Conference held at UDC with more than 1,300 early care and education practitioners attending.

2005 Center for Applied Research and Urban Policy at UDC, under contract with ECEA, conducts evaluation of professional development training.

2005 W.K. Kellogg Foundation awarded DC one of its five national SPARK (Supporting Partnerships to Assure Ready Kids) grants, with funds used to enhance the professional development system through training, research and advocacy.

2006 DC Board of Education approves 2005 Early Learning for Children Entering Kindergarten in DC Standards and incorporates in Pre-K through 12 standards.

2006 MACECD Task Force on Strategic Planning for Infants and Toddler Development produces draft document on improving services and support for infants and toddlers in DC.

2006 ECEA funds Washington Child Development Council (WCDC) to provide accreditation support and family child care expansion for DC providers.

2007 Amended Title 29 of DC Municipal Regulations (DCMR), Regulating Child Development Facilities.

T.E.A.C.H. Early Childhood® WASHINGTON, DC

The T.E.A.C.H. Early Childhood® Project is a program designed to provide sequenced educational scholarship opportunities for child care center teachers, directors and family child care home providers who work in regulated settings. The T.E.A.C.H. Early Childhood® Project offers scholarships to study Early Childhood Education at partner colleges and universities in the DC metro area. We provide scholarships to supplement the costs for teachers to earn their associate and/or bachelor's degrees in Early Childhood Education, Human Development, Child Development or Special Education. The scholarship programs currently available are:

Early Childhood Associate Degree Scholarship Programs

Child care providers receive scholarships through this program to work toward an associate's degree in Early Childhood Education, Human or Child Development and Special Education. Center-based teachers and family child care providers agree to take a minimum of 9 semester hours per year and receive paid release time. In addition to help with tuition, all scholarship recipients receive help meeting the costs of books and travel, and are given paid release time if working directly with children. Upon successful completion, scholarship recipients receive either a 2% raise or a $300 bonus. Scholars agree to remain employed in their sponsoring child care program or to continue operating their family child care home for an additional year.

Early Childhood Bachelor Degree Scholarship Programs

Agreements with universities in the District of Columbia metropolitan area allow teachers with 55 transferable credits to transfer those credits toward the first two years of course work for a Bachelor's degree in Early Childhood Education, Human or Child Development and Special Education. Recipients agree to take a minimum of 9 semester credit hours per year, while T.E.A.C.H. provides tuition assistance, book reimbursements, travel stipends, release time compensation, and a bonus upon satisfying the terms of the contract. Scholars agree to remain employed in their sponsoring child care program or to continue operating their family child care home for an additional year.

Eligibility Criteria

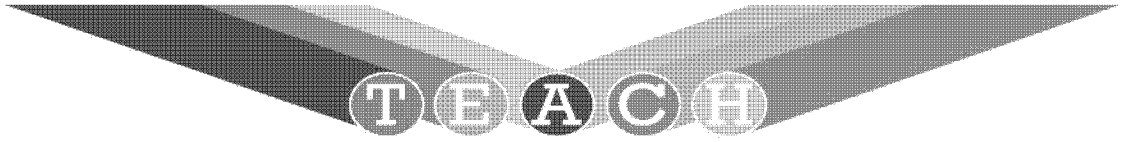
To be eligible for the T.E.A.C.H. Early Childhood® DC scholarship, an applicant must be working at least 25 hours a week in a child care program licensed or registered in the District of Columbia, and must also receive sponsorship approval from their employer. T.E.A.C.H. Early Childhood® DC scholarship applicants must earn less than $19.00 per hour. For more details about T.E.A.C.H. Early Childhood® DC, please contact us at the information below.

NBCDI
National Black Child Development Institute

T.E.A.C.H. Early Childhood® Washington, DC
National Black Child Development Institute
1313 L Street NW Suite 110
Washington, DC 20005
Phone: (202) 833-2220 Fax: (202) 833-8222

T.E.A.C.H. Early Childhood®
WASHINGTON, DC
A Project of National Black Child Development Institute

T.E.A.C.H. Supporters



T.E.A.C.H. is generously supported by the Office of the State Superintendent of Education and the Washington Area Women's Foundation - ECE Collaborative.

T.E.A.C.H. Early Childhood® WASHINGTON, DC

Facts and Figures as of September 25, 2013

Program launched: **October 2010**

Number of AA/BA scholarships provided since the beginning of the TEACH Program:

- **AA/BA Scholarships 322**
  - Associate Degree: 290
  - Bachelor's Degree: 32

Number of TEACH recipients that work with infant & toddlers: **288**

Number of licensed DC centers supporting TEACH recipients: **54**

- Ward 1 = 8
- Ward 2 = 4
- Ward 3 = 3
- Ward 4 = 8
- Ward 5 = 6
- Ward 6 = 3
- Ward 7 = 9
- Ward 8 = 13

Number of licensed DC family child care providers: **10**

Number of "TEACH 101" community outreach presentations: **80**

Number of teachers who have participated in a TEACH 101 presentation: **1483 (~20 teachers/presentation)**

TEACH scholarship recipients per Ward: **322**

- Ward 1 = 33
- Ward 2 = 20
- Maryland Counties: 76
- Ward 3 = 9
- Ward 4 = 37
- Virginia Counties: 7
- Ward 5 = 24
- Ward 6 = 8
- Ward 7 = 30
- Ward 8 =78

Number of child care facility/family child care provider visits: **319**

The average salary of T.E.A.C.H. recipients: **$13.00/hour**

Number of colleges that T.E.A.C.H. recipients can attend: **10**

Number of classes paid for by NBCDI as of September 2013: **1,132**

Number of credit hours completed by September 2013: **3,396**

Number of TEACH Graduates: 21

NBCDI
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Average GPA of associate degree recipients: **3.28** Average GPA of bachelor's degree recipients: **3.31**

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DC COMMISSION ON EARLY CHILDHOOD TEACHER COMPENSATION

Pursuant to the Pre-K Clarification and Acceleration Emergency Act of 2010, Bill 18-605, the University of the District of Columbia convened the DC Commission on Early Childhood Teacher Compensation for the purpose of developing a compensation strategy that will enable the District of Columbia to recruit and maintain a well-qualified, community-based early childhood workforce, to serve children birth to age five. The 13-member Commission is composed of leaders from the early childhood industry, business, philanthropy, and civic organizations, and met over a seven-month period to develop its recommendations. The Commission is pleased to present these recommendations to the Office of the State Superintendent of Education. The report outlines a systemic framework that provides financial incentives for those individuals who are striving to meet the legislatively-mandated degree requirements for teachers and assistant teachers of young children.

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Sekou Biddle	Former member, DC State Board of Education

VICE CHAIR

Michael J. Petro	Acting President, Committee for Economic Development

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Maya Garrett	Program Officer, Washington Area Women's Foundation
Lisa Gordon	Director, Child Care Connections
Almeta Keyes	President, DC Head Start Association
Ed Lazere	Executive Director, DC Fiscal Policy Institute
Benita Lewis	Chair, Washington Association of Child Care Centers
Mary Levy	Education Finance Consultant
Skip McCoy	Executive Director, Fight for Children
Myrna Peralta	CEO, CentroNia
Frances Rollins	President, DC Association for the Education of Young Children
Carrie Thornhill	President and CEO, Great Start DC

STAFF

Maurice Sykes	Executive Director, DC Early Childhood Leadership Institute, University of the District of Columbia
Jesse Bailey	Senior Advisor and Consultant to the Commission

Commission Charge

Recognizing the significant contributions that high-quality early care and education programs contribute to the District's efforts around school reform, workforce development and the city's overall economic vitality, the Council of the District of Columbia enacted the Pre-K Enhancement and Expansion Act of 2008. Championed by former Council Chair and current Mayor Vincent C Gray, the legislation established voluntary, universal pre-k for all District three and four-year-olds. This ground breaking, historic legislation established high-quality program standards that all programs, regardless of auspices, are required to meet by 2014. Chief among these requirements is the mandate that all District teachers, of three and four year olds, earn a bachelor's degree and all assistant teachers earn an associate of arts degree. The funding provision of the legislation provides for funding at a rate equal to the District's Uniform Per Student Funding Formula once a program meets the degree requirements.

> *"The Commission is charged with addressing how to recruit and retain a highly-qualified, highly-effective teacher workforce for the District of Columbia's community-based early childhood sector."*

In an effort to align the District's early childhood compensation and benefits policy with the new degree requirements set forth in the 2008 law, the Council enacted the Pre-K Clarification and Acceleration Emergency Act of 2010. This supplemental legislation directed the University of the District of Columbia (UDC) to develop a compensation plan for community-based pre-k teachers and submit it to the Office of the State Superintendent of Education (OSSE). In 2011, Mayor Gray announced a new policy direction called Early Success, designed to expand and improve the quality of infant/toddler care in the District of Columbia including issues related to workforce development. The Early Success workforce component was included in the Commission's deliberations and is reflected in this report.

This report contains the Commission's strategic recommendations and should serve as an overall framework for improving the quality and quantity of District teachers working with children from birth through school entry.

Early Childhood Teacher Compensation: A National Crisis

High-quality early education is fundamental to ensuring children's readiness to learn and to thrive in school and in life. Over thirty years of research and analysis demonstrates that children in high-quality early childhood programs are more likely to graduate from high school, attend college, and earn more income. They are also less likely to engage in criminal activity, repeat grades or be referred to special education as compared to children who have not had the benefit of high-quality early education programs.

From this substantial body of research, there is also acknowledgement that a strong relationship exists between an early childhood teacher's educational preparation, experience, and compensation and their effectiveness in the classroom.[i]

77%

Of American early childhood teachers earn $22,000 or less – just below the federal poverty line for a family of four.

However, despite this body of evidence, many teachers and assistant teachers, in community-based programs, remain inadequately prepared, poorly paid, and lack incentives for professional growth and development. In 2012, the General Accounting Office released a report revealing that 77 percent of American early childhood teachers earned less than $22,000 a year, which is the federal poverty line for a family of four.[ii] Teachers in the DC region fare slightly better but remain grossly underpaid at $28,631 – roughly 60 percent of the starting salary for a District of Columbia Public School teacher with similar credentials.[iii] As a result of these wages, childcare centers often experience high turnover rates, further undermining the quality of care and education.

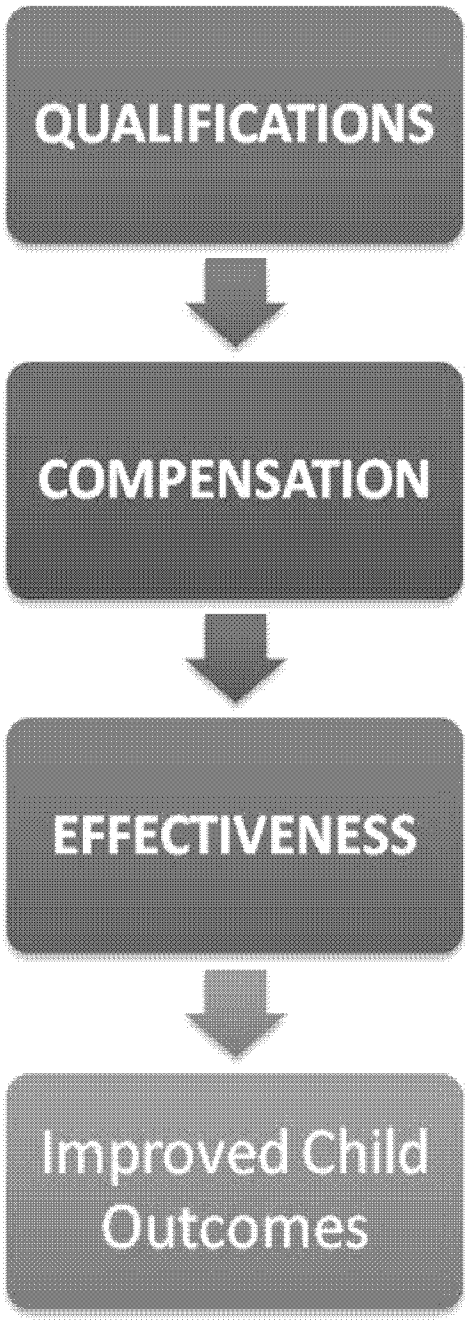
As a result of the national failure to provide all young children with a stable workforce of highly-qualified, highly-effective and highly-compensated teachers, one-fifth to one-half of US children are not fully prepared to learn and to thrive when they enter school.

A number of states that are leaders in the early education reform movement have seized the mantle in reversing these shameful statistics through compensation initiatives designed to improve the quality of the early childhood educational workforce. In Massachusetts, a commission of business, civic, and political leaders recommended a combination of modest salary increases linked to credentials, an earned income tax credit, and a loan forgiveness program for teachers wishing to improve their skills. In Oklahoma, a state that provides pre-k to all four-year-olds, the Department of Human Services launched a program called Reward Oklahoma to provide education-based salary supplements to teachers, directors, and family child care practitioners.[iv]

In the District of Columbia's continuing role as a leader in early childhood systems-building, it is imperative that the District join the twenty-two national, state and local compensation initiatives that are currently underway. This can be accomplished through a systematic approach that directly rewards teachers for relevant education, experience and performance.

Vision 2014: A Highly-Qualified, Highly-Effective, Highly-Compensated Teacher In Every Classroom

The Pre-K Acts of 2008 and 2010 propose a conceptual framework for the development of a high-quality early childhood education system that holds all partners---parents, teachers, program administrators, and government leaders accountable for the only results that matter---- children who are prepared to succeed in school and in life.



As a critical building block in this effort, the Pre-K Acts further mandate the development of a system of teacher preparation, professional development and on-going support to ensure every early childhood teacher is highly-qualified, highly-effective, and highly-compensated. Based upon labor market trend surveys and the latest empirical research in early education teacher compensation, the Commission envisions a workforce system that integrates qualifications, effectiveness, and compensation. As seen in the figure on the next page, such an approach constitutes one of the most comprehensive, forward thinking early childhood education workforce systems in the nation.

HIGHLY-QUALIFIED

By 2014, the Pre-K Act of 2008 requires that all lead teachers will hold a bachelor's degree and all assistant teachers will hold an associate's degree. Research has shown that specially trained and credentialed early childhood educators provide

effective early learning experiences for children.[v] Historically, teachers of young children, in the community-based sector were required to meet minimal professional standards that often resulted in minimal to custodial care for young children. The new early childhood reform movement with its focus on children's readiness for school raises the bar regarding the degree and credential requirements for all teachers working in all sectors

HIGHLY-EFFECTIVE

Taking a page from the K-12 school reform movement that requires teachers to meet threshold credentials and degree requirements, the Commission is raising the bar by calling for a data-driven approach that assesses teacher effectiveness beyond degree attainment. The Commission would encourage OSSE to work with the multiple training organizations and the DC Early Childhood Higher Education Collaborative to develop systems that support and measure teacher effectiveness. This would include a process for on-going technical assistance and professional development that ensures that teachers continuously improve the quality of instruction and child outcomes.

HIGHLY-COMPENSATED

Publicly funded early childhood programs should offer competitive salaries designed to recruit and maintain the most well qualified, effective workforce. Currently, the District's workforce spans three unique sectors – DC Public Schools, DC Public charter schools, and community-based programs. Both the DC Public Schools and DC Public Charter Schools are funded through a Uniform Per Student Funding Formula (UPSFF), and both sectors are able to offer competitive wages accordingly. To ensure the community-based sector is able to offer the same competitive salaries, the Pre-k Act of 2008 requires OSSE to fund all pre-k programs that meet quality standards, including teacher degree requirements, at a rate equivalent to the UPSFF. The Commission believes all early education programs should receive funding necessary to recruit and retain a qualified, effective staff of teachers.

Strategic Recommendations

Over a seven-month period, Commission members reviewed prevailing wages and benefits for public school systems in the metropolitan Washington area and high-performing early education programs in the private and public sectors; consulted with nationally-recognized experts on early childhood systems-building; participated in a webinar provided by a national wage and compensation consulting firm; and received technical assistance from local education finance experts.

This information gathering process and due diligence groundwork provided the Commission with the ability to benchmark its salary schedule recommendations within the range of "best practices" in both the public and private sectors. Within this context, the Commission recommends that OSSE adopt a comprehensive approach to teacher compensation that includes the following strategies:

✓ ACHIEVE PARITY WITH DC PUBLIC SCHOOLS

The form and function of the salary schedules, within the compensation strategy, approximates the base salary schedule for the District of Columbia Public Schools in that it rewards both experience and additional educational attainment.

✓ AUTHORIZE IMMEDIATE SALARY INCREASES FOR CURRENT, QUALIFIED TEACHERS IN HIGH-QUALITY PROGRAMS.

Teachers should be eligible for enhanced salary compensation once they meet the legislatively-mandated degree requirements. Current teachers, who already meet these requirements and teach in high-quality classrooms as defined by the legislation, should be eligible immediately.

✓ EMPHASIZE PROFESSIONAL MASTERY IN THE INITIAL YEARS OF AN EARLY CHILDHOOD TEACHER'S CAREER.

The Commission recommends that OSSE weigh educational attainment and professional development over experience in the initial years of a teacher's career. These initial years are formative for a new teacher and constitute a 'make or break' moment for this critical part of the workforce. Teachers remain eligible for increased compensation as a result of additional educational attainment but only begin to accrue the benefits of experience after they have successfully taught in classrooms for three years. At the start of year four,

teachers will receive a ten percent increase in salary and be eligible for three percent automatic increases in subsequent years.

In part, this approach is inspired by both the Defense Department's system, which rewards teachers for completing training with increased compensation, and the Commission's desire to incentivize teachers to improve their own performance. Such a schedule will also address the chronically low rate of retention (8 months to two years) that plagues the community-based sector.

✓ ENCOURAGE CONTINUED EDUCATIONAL ATTAINMENT AND FOSTER CONTINUOUS PROFESSIONAL DEVELOPMENT.

The Commission structured levels of education attainment in such a way as to incentivize lead teachers to enhance their skills by earning a Master's degree and incentivize assistant teachers to eventually obtain the credentials necessary to become lead teachers.

✓ ENSURE A PATHWAY TOWARD STATE CERTIFICATION.

The Commission recommends that OSSE create an alternate pathway for individuals wishing to pursue state teacher certification and that this pathway's compensation schedule mirror that of DC Public Schools.

✓ ESTABLISH DEGREE REQUIREMENTS FOR TEACHERS OF INFANTS AND TODDLERS AND LINK REQUIREMENTS TO SALARY INCREASES.

Given the emerging focus on the quality of infant/toddler care and education, the Commission is recommending new degree and credential requirements, and a compensation schedule for infant/toddler teachers. The Commission recommends that infant/toddler head teachers earn an Associate's of Arts degree with a concentration in infant/toddler development and that assistant teachers hold a Child Development Associate credential with an infant/toddler endorsement. The Commission further recommends that OSSE develop a timeline for the implementation of the infant/toddler degree and credential requirements as well as the salary schedule recommended listed in Appendix Two.

Sustainability and Implementation

In releasing these recommendations, the Commission joins a number of states that are working to attract and retain an effective, qualified workforce. The Commission proposes a pathway for funding these compensation strategies that align with the legislative intent of the Pre-K Acts of 2008 and 2010.

✓ IMPLEMENT 'PARITY' MANDATE WITHIN PRE-K ACT

Under the provisions of the Pre-K Act, OSSE is required to fund community-based programs that meet high-quality standards at a rate equivalent to the Uniform Per Student Funding Formula. The mandate further requires OSSE to first utilize all existing federal and local funding streams primarily the Child Care Development Block Grant and Head Start funding and local subsidy dollars. Effectively, this allows OSSE the flexibility to redirect existing funding to support an infant/toddler quality improvement and expansion initiative. These provisions were intended to sustain quality and ensure equity across all sectors.

Therefore, given the historic inequities across sectors, the Commission recommends that, pursuant to the law, OSSE fund community-based pre-k programs that meet high-quality standards with local funding that is equivalent to the Uniform Per Student Funding Formula. The Commission further recommends that 3 and 4 year old children attending community-based pre-k programs should be included in the public school enrollment count and assigned a unique student identifier that will follow them throughout their educational journey.

✓ INCREASE CHILDCARE SUBSIDY REINBURSEMENT RATES FOR INFANT AND TODDLER PRGRAMMING.

While the remedy for funding inequities in the pre-k arena can be addressed through the UPFSS, the Commission recommends that OSSE consider applying the cost saving an to increase in the infant/toddler subsidy up to 80 to 90 percent of the current market rate. This would provide infant/toddler programs with the funds needed increase salaries based on the new degree and credential requirements and would also serve as an incentive for the expansion of infant/toddler programs.

A Final Word

The Commission believes these recommendations represent a critical building block in developing a workforce development system for early childhood in the District of Columbia, We realize that it will take bold and dynamic leadership to carry out these recommendations, however, we also believe that OSSE has the institutional will and the courage to translate these recommendations into a systemic reality.

Appendix One: Recommended Salary Schedules, Pre-K Teachers

The Commission recommends the following salary schedule for lead teachers and assistant teachers who work in community-based organizations.

Schedule 1: Lead Teacher, Pre-kindergarten				
Year of Full Time Teaching Experience, w/Degree Requirements	**Step**	**BA**	**BA +15 Credits**	**MA or BA +30 Credits**
1-3 years	1	48962	51410	53858
4 years	2	53858	56551	59244
5 years	3	55474	58248	61021
6 years	4	57138	59995	62852
7 years	5	58852	61795	64738
8 years	6	60618	63649	66680
9 years	7	62436	65558	68680
10 years	8	64310	67525	70740
11 years	9	66239	69551	72863
12 years	10	68226	71637	75049
Schedule 2: Assistant Teacher, Pre-kindergarten				
Year of Full Time Teaching Experience, w/Degree Requirements	**Step**	**AA**	**AA +30 Credits**	**BA**
1-3 years	1	41863	44066	48962
4 years	2	46049	48472	53858
5 years	3	47430	49927	55474
6 years	4	48853	51424	57138
7 years	5	50319	52967	58852
8 years	6	51828	54556	60618
9 years	7	53383	56193	62436
10 years	8	54985	57879	64310
11 years	9	56634	59615	66239
12 years	10	58333	61402	68226

Schedule 3: Lead Teacher, DC State Certified				
Year of Full Time Teaching Experience, w/Degree Requirements	**Step**	**BA**	**BA +15 Credits**	**MA or BA +30 Credits**
1 Year	1	51,539	53,256	54,975
2 Years	2	51,716	54,099	56,242
3 Years	3	52,777	55,210	58,699
4 Years	4	54,725	57,147	61,158
5 Years	5	56,655	59,087	63,611
6 Years	6	58,599	61,032	66,078
7 Years	7	61,068	63,496	69,132
8 Years	8	63,517	65,957	72,171
9 Years	9	65,985	68,414	75,232
10 Years	10	68,431	70,879	78,273

Appendix Two: Recommended Salary Schedules, Teachers of Infants and Toddlers

Lead Teacher, Infants and Toddlers				
Year of Full Time Teaching Experience, w/Degree Requirements	Step	AA	AA +30 Credits	BA
1-3 years	1	41,863	44,066	48,962
4 years	2	46,049	48,472	53,858
5 years	3	47,430	49,927	55,474
6 years	4	48,853	51,424	57,138
7 years	5	50,319	52,967	58,852
8 years	6	51,828	54,556	60,618
9 years	7	53,383	56,193	62,436
10 years	8	54,985	57,879	64,310
11 years	9	56,634	59,615	66,239
12 years	10	58,333	61,403	68,226

Assistant Teacher, Infants and Toddlers				
Year of Full Time Teaching Experience, with Degree Requirements	Step	CDA	CDA + 15 credits	AA
1-3 years	1	35,792	37,676	41,863
4 years	2	39,372	41,444	46,049
5 years	3	40,553	42,687	47,430
6 years	4	41,769	43,968	48,853
7 years	5	43,023	45,287	50,319
8 years	6	44,313	46,645	51,828
9 years	7	45,643	48,045	53,383
10 years	8	47,012	49,486	54,985
11 years	9	48,422	50,971	56,634
12 years	10	49,875	52,500	58,333

Appendix Three: Notes and Additional Resources

[i] In recent years, research has increased on the relationship exists between an early childhood teacher's educational preparation, experience, and compensation and their effectiveness as in the classroom. In 2007, ETS released a review of relevant research in this area which underscored the link between teacher quality (inclusive of qualifications, compensation, and effectiveness measures) and increased student outcomes. The study can be found at http://secc.sedl.org/orc/resources/LinkBetweenTQandStudentOutcomes.pdf.

[ii] In February 2012, the General Accounting Office released a report, *Early Child Care and Education: HHS and Education are taking steps to improve workforce data and improve quality,* which includes the latest national data on early education workforce wages. The report can be found here: http://gao.gov/assets/590/588577.pdf

[iii] Average DC regional early education wages and average retention rates provided by Payscale Inc in a report to this Commission on December 5, 2011. Similar information can be found at the United States Department of Labor.

[iv] More information on both programs can be found online at the Oklahoma Department of Education and Massachusetts Department of Early Education websites.

[v] Please refer to research papers in Endnote One.

DC Early Childhood Career Lattice

The Early Childhood Career Lattice provides information regarding the typical qualifications required for positions within the field. This is not a complete job description and should only be used as a frame of reference. Positions and qualifications within the Lattice reflect programs across all sectors including: Community-based, Home-based, before and after-school, Public and Charter schools, Head Start and publicly funded Pre-K programs. Please check actual position descriptions, program requirements, DC Child Care Licensing Regulations (DCMR 29) for specific information.

Level	Qualification	Common Positions in the Field
Level 1	High School Diploma or GED AND 45 clock hours covering at least six of the core knowledge areas **OR** 3 college level credits in early childhood education, child development or child and family studies which must together align with at least six of the core knowledge areas	*Community-based Program*: Teacher Aide, Aide, Assistant Group Leader (OST) *Home-based Program*: Family Child Care Provider
Level 2	Child Development Associates Credential* **OR** 9 college level credits in early childhood education, child development or child and family studies which must together align with at least 9 of the core knowledge areas * *CDA setting must match the age-group of children you are working with*	*Community-based Program*: Assistant Teacher, Associate Teacher *Home-based Program*: Family Child Care Provider (Expanded) *Public or Charter School*: After School Aide (OST)
Level 3	Child Development Associates Credential AND 12 college level credits in early childhood education *(which may articulate into a degree) **OR** 21 college level credits in early childhood education, child development or child and family studies which must together align with at least 9 of the core knowledge areas * *CDA setting must match the age-group of children you are working with*	
Level 4	Associate degree in early childhood education, child development or child and family studies from a regionally accredited college with at least 15 credits in early childhood/child development; Out-of-school-time (OST): Elementary Education, Recreation, Child and Youth Development. At least one course must contain a supervised field experience component **OR** Associate degree in a *related field* from a regionally accredited college with at least 15 credits in early childhood education, child development or child and family studies; *Out-of-school-time (OST) ;Elementary Education, Recreation, Child and Youth Development **OR** Successful completion of an ECE approved credential program that includes a minimum of 15 academic credits that are aligned to each of the core knowledge areas. Program must contain a supervised field experience component	*Community-based Program*: Assistant Director, Center Director, Teacher, Group Leader (OST) *Home-based Program*: Lead Teacher, Teacher, Director *Public or Charter School*: After-school Aide (OST), Paraprofessional, Teacher Aide
Level 5	Associate degree in early childhood education, child development or child and family studies from a regionally accredited college with at least 18 credits in early childhood/child development; *Out-of-school-time (OST): Elementary Education, Recreation, Child and Youth Development. At least one course must contain a supervised field experience component AND 21 additional college level credits towards a Bachelor's degree from a regionally accredited college in the fields mentioned above.	
Level 6	Bachelor's degree in early childhood education, child development or child and family studies from an regionally accredited college; *Out-of-school-time (OST): Elementary Education, Recreation, Child and Youth Development **OR** Bachelor's degree in a *related field* from a regionally accredited college with at least 15 credits in early childhood education, child development or child and family studies; *Out-of-school-time (OST) ;Elementary Education, Recreation, Child and Youth Development	*Community-based Program*: Center Director, Education Manager, Lead Teacher (publicly funded Pre-K), Early Childhood Coordinator, Education Coordinator (Head Start), Certified Trainer *Home-based Program*: Lead Teacher, Teacher, Director *Public or Charter School*: Pre-K Teacher, Education Coordinator (Head Start), After-school Teacher (OST)
Level 7	Bachelor's degree in early childhood education, child development or child and family studies from an regionally accredited college AND OSSE Early Childhood Teacher Licensure Pre-K – Grade 3	*Public or Charter School*: Teacher (Pre-K through 3rd Grade)

Level 8	Master's degree in early childhood education, child development or child and family studies **OR** Master's degree in a related field with at least discipline with at least 18 graduate credits in early childhood/family studies	Incorporates **all** positions listed in Level 7 and is also the minimum criteria established for faculty in Higher Education
Level 9	Ph. D or Ed. D in early childhood education, child development or child and family studies	This practitioner has attained additional knowledge beyond the minimum requirements for all positions listed in the lattice.

**Continuing Education Required to Maintain Credential*

DC Early Childhood Career Lattice
Frequently Asked Questions (FAQs)

1. What is a Career Lattice?
The term "career lattice" refers to a framework that outlines multiple pathways for professional growth and development. It allows the early childhood education and out-of-school time practitioners to move through the Early Learning system in order to advance their careers. It also provides information regarding the minimum requirements of some positions within the system so practitioners can plan their education in relation to the position they are seeking.

2. How is the Career Lattice organized?
It has nine levels and includes a continuum of professional development from entry level through credit-bearing coursework and degree attainment. You may enter at any level of the Career Lattice as long as you meet the requirements for that particular step. The Career Lattice is designed to reflect current local and national qualifications for teaching young children.

3. What is the purpose of the Career Lattice?
The goal of this Lattice is to ensure that the children in the District of Columbia are being educated by professionals who have achieved adequate levels of education that are consistent across the District. Also, the Lattice serves as a guide for those who are interested in related positions within the field by indicating the typical requirements for those positions.

4. Does the Career Lattice apply only to practitioners who work in child care settings?
No, the Career Lattice is inclusive of early childhood education and out-of-school-time (OST) practitioners from a variety of settings including but not limited to child care programs, family child care homes, out-of school-time programs, pre-k programs, Head Start programs, & **public** and **charter** schools.

5. What setting does Out-of-school-time (OST) refer to?
Out-of school-time (OST) refers to both community-based and public school settings. Out-of-school-time education and related fields may include Elementary Education, Special Education, Recreation, or Child and Youth Development

6. My education, training, and position title do not directly correspond with what is listed in the Lattice. What does this mean for me?
Many people in the field may have a higher level of education and training than listed for a specific setting or level. Various educational settings require different qualifications as well as have different classification systems. This is not a complete description. You should check the qualifications and requirements for your specific program or work setting. The Career Lattice lists the typical minimum qualifications for some positions and work settings in general.

7. What is regional accreditation?
There are six nationally recognized regional associations that accredit colleges in specific geographic regions. These regional agencies are recognized by both the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). Regionally accreditation is not only a mark of quality but also helps you transfer credits from one college to another. This also applies to online colleges and universities.

- Middle States Association of Colleges and Schools
  www.msche.org
- New England Association of Schools and Colleges
  www.neasc.org
- North Central Association of Colleges and Schools
  www.ncahigherlearningcommission.org
- Northwest Commission on Colleges and Universities
  www.nwccu.org
- Southern Association of Colleges and Schools
  www.sacscoc.org
- Western Association of Schools and Colleges
  www.wascweb.org & www.accjc.org

8. What resources do ECE provide to help professionals advance through these career levels?
ECE provides partial tuition support for professionals seeking higher education degrees and other credentials. This is based on funding availability. Contact xxxxxx for more information.

9. I completed by degree outside of the United States. Do I need to get my degree evaluated?
All individuals who have completed educational studies at accredited post-secondary institutions located outside of the United States must have their credentials evaluated by an agency recognized by the OSSE to perform foreign credential evaluations. The OSSE recognizes foreign credential evaluation agencies that are current members the National Association of Credential Evaluation Services (NACES). Please visit NACES for more information: www.naces.org.

10. How will this Career Lattice be supported by the DC Early Childhood Registry?
When launched, the Registry will track the qualifications and professional growth of the early childhood workforce. The Registry will also include a verification component to acknowledge that professionals meet the requirements for each level on this Lattice. If funding is available, incentives will be provided as professionals grow in the field.

Early Childhood Education BULLETIN

OSSE

MARCH 26, 2013

UPCOMING EVENTS & IMPORTANT DATES

March 26

CACFP Outreach Training Session

March 28

OSSE Releases for Public Comment Proposed Part C IDEA Policies

April 13

Children's Festival

April 14– 20

Week of the Young Child

April 17

FSMP Training

April 18

FSMP Training

April 19

Eligibility Institute Training

April 27

DC Universal School Readiness Conference

Special Announcement

Congratulations to Ideal Child Development Center (Site #2) and Agape Cabbage Patch (F.R.T.K.L Group at Penn 2150 Penn, Ave) for going Gold in March!

A MESSAGE FROM OSSE

Our extensive search for the Assistant Superintendent of Early Learning continues! Through diligent efforts, we are seeking highly qualified applicants with expert knowledge in early learning and effective leadership. To continue our efforts OSSE has selected an executive search firm to ensure our goal for applicants are met. Hazard, Young, and Attea (HYA) Search Firm was hired to seek applicants for the Assistant Superintendent of Early Learning. The firm met with stakeholders to introduce themselves, gather input on the search, launch the search committee, and review current applications on March 20, 2013.

If you have any feedback in regards to the search, please contact Walter Crawford at walter.crawford@dc.gov. OSSE is dedicated to choosing a wonderful candidate to serve as the Assistant Superintendent of Early Learning.

In addition to our search, OSSE will be updating its CCDF plan. Stay tuned for more information regarding public hearings.

If you have any questions regarding this bulletin, please contact Brandee Reed at brandee.reed@dc.gov.

WEEK OF THE YOUNG CHILD

The Week of the Young Child (WOYC) is an annual celebration sponsored by the National Association for the Education of Young Children (NAEYC). The purpose of WOYC is to focus public attention on the importance of early learning and to celebrate the early childhood programs, teachers, and policies that deliver early childhood education to young children.

While WOYC is celebrated April 14th through April 20th, DC has chosen the entire month of April to recognize the collective efforts across the city that celebrate young children and those who work to support their learning and development.

DC UNIVERSAL SCHOOL READINESS CONFERENCE

Since 2003, the DC Universal School Readiness Stakeholder Group has stimulated over 250 individuals and organizations in an effort to build public knowledge, public will, and public action to ensure that universal school readiness becomes a reality for all of the District's 3 and 4 year olds. This year's conference will take place April 27, 2013 from 7:30am to 2:00pm at Woodrow Wilson Senior High School. OSSE is leading efforts for the SECDCC Program Continuum and Collaboration Subcommittee to develop workshops for a "Leadership Talk" to take place during the conference. For more information about the conference contact Christophe Beard at christophe.beard@dc.gov.

WELLNESS AND NUTRITION

What is the Child and Adult Care Food Program (CACFP)?

CACFP is a federally funded program that provides reimbursement for meals and snacks served to children, infants, toddlers, preschoolers, and school aged children in afterschool programs. The meals that you must provide to meet the DC Licensing Regulations are the same as those required to receive CACFP reimbursement. Your organization can maximize your resources by partnering with OSSE to participate in CACFP to receive reimbursement for up to three meals daily.

The CACFP unit offers periodic outreach training sessions to introduce organizations with basic program information and the next training is Tuesday, March 26, 2013 from 9:30 AM to 2:00 PM. It will be held at 810 1st St NE in Room 4012. To register, contact: Norma.Birckhead@dc.gov or call her at 202-442-4010. You are welcome to attend without registering. If you cannot attend on March 26, please contact Ms. Birckhead for more information.

What is the Free Summer Meals Program (FSMP)!

Did you know that during the school year, children receive free or reduced-price breakfast, lunch and sometimes snacks/suppers through their schools? However, during the summer months, those same children lack the availability of the school meals. So where do they go? To sites that offer the FSMP! Many private and non-profit organizations partner with OSSE to provide free meal to these children. Most sites:

- serve up to two meals daily that are reimbursed with federal funding;
- engage children in organized activities;
- parents can stretch their food dollars and have healthy, supervised recreation for their children; and
- children return to school in the fall ready to learn.

OSSE is offering FSMP training on either April 17 from 1-4 PM or on April 18 from 9 AM -12 PM to organizations that want to submit an application to participate. The deadline to submit the application is May 20, 2013. To register, contact: Norma.Birckhead@dc.gov or call her at 202-442-4010. You are welcome to attend without registering. If you cannot attend on either of the above dates, please contact Ms. Birckhead for more information.

PROFESSIONAL DEVELOPMENT REGISTRY (PDR)

The PDR is an online tool for people who work with children in District early childhood education and out of school time programs to store and track their training, professional development, credentialing, and educational attainment. OSSE will launch an incentive program for providers to register with the PDR in April. In addition to the PDR and the incentive initiative, a professional development resource guide will be distributed. This resource guide will serve as T/TA with valuable information and references for providers to support their efforts with professional development.

GRANTS

Child Development Associate (CDA) Training, Scholarships and Promotion Program- The application deadline was March 1, 2013. A total of 4 (four) applications were received. One grant will be awarded totaling between $250,000 and $350,000.

Creating Centers of Exemplary Practice in Infant and Toddler Care- The application deadline was March 1, 2013 and there were 10 (ten) applicants. The infant and toddler application was submitted electronically and were reviewed during the Grant Reviewers Meeting held Friday, March 8, 2013. The total grant award amount is $1,000,000.

PROVIDER SPOTLIGHT

Jubilee JumpStart

Jubilee JumpStart located in the heart of the Adam's Morgan community serves infants, toddlers and preschoolers of families who often experience financial hardships. Seventy-five percent of the families receive subsidized funding to cover their tuition, while 25% of families pay full tuition. This diverse program was designed to have high staff– to– child ratios; 1 to 3 for infants and toddlers and 1 to 6 for preschoolers. Teaching Strategies has selected Jubilee JumpStart to become a model center. The program also focuses on early learning and literacy by having at least one English and one Spanish speaking teacher in each classroom. Due to their outstanding efforts, facility, and diversity; Jubilee Jumpstart receives our Provider Spotlight.

We would love to hear and share the positive stories from your center, submit your story to brandee.reed@dc.gov.

OSSE

Date: October 1, 2013

To: UCLA Center for Healthier Children, Families and Communities

From: Jesús Aguirre, State Superintendent

Subject: Compliance with the UCLA requirements for the protection of human research subjects and the publisher's license for the Early Development Instrument (EDI) project

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The Office of the State Superintendent of Education is participating in the Transforming Early Childhood Community Systems (TECCS) project to implement the Early Development Instrument (EDI), a teacher-completed, observational checklist on children's development that produces a community level measure of children's school readiness.

This letter assures that the licensed recipients the Office of the State Superintendent of Education will comply with the requirements of ethical conduct for research subjects as outlined in the approved application for the TECCS project through UCLA's Office of Protection of Human Subjects (OPRS).

This letter also assures that the licensed recipients agree to the licensing conditions between UCLA and the EDI Publisher at the Offord Centre for Child Studies at McMaster University as outlined below.

The Licensed EDI Recipient agrees:

1. That OCCS at McMaster is the owner of the EDI and the use of the EDI in the district is made under the license that McMaster has provided to UCLA Center for Healthier Children, Families and Communities;
2. To properly acknowledge OCCS at McMaster and the original authors of the EDI in any reproduction of the EDI or materials relating to the EDI;
3. To not reproduce, modify, publish, distribute or otherwise deal with the EDI

beyond the scope of the project for which it is licensed;

4. That the Licensed EDI Recipient is responsible for ensuring compliance with privacy legislation and all other applicable laws and regulations;
5. That, if for any reason the agreement between OCCS at McMaster and UCLA is terminated, then the Agreement between UCLA and the local Licensed EDI Recipient will also be terminated;
6. That all EDI data collection is conducted no sooner than three (3) months and no later than eight (8) months after the beginning of a collection site's school year;
7. That training is provided locally to teachers involved in EDI data collection;
8. That EDI-related data does not include children's names, it will not be interpreted for individual students and it will not be used for diagnosis or identification. The EDI information will not become part of the child's student record;
9. That UCLA will conduct the data analysis and provide aggregated information at the school, district, and community levels of aggregation. Data will not be reported at the individual child, class or teacher level. School data will only be reported in schools with more than one participating class;
10. That the data files will be kept in a secure, password-protected location at the UCLA Center for Healthier Children, Families and Communities;
11. If UCLA links individual student data with other data sources, any analysis conducted by UCLA will be done in a secure and confidential manner that ensures that the identities of individual respondents and children are protected;
12. In all analyses using individual level data, UCLA will only report group level data;
13. UCLA may only use individual data for research purposes if it has obtained appropriate ethics approval;
14. UCLA will provide to OCCS at McMaster by October 31st of each year copies of all EDI data, other than any data which includes personal information or renders such data personally identifiable, collected by UCLA or by any third party to which UCLA provides the EDI, collected within the previous year from September 1st to August 31st. These data would be stripped of any identifying information but must include child's age, gender and geographic identifier. The OCCS at McMaster maintains the international EDI repository for analysis and research involving only high levels of aggregation;
15. That UCLA will provide to the Licensed EDI Recipients (which have capacity to keep the data confidential and secure in accordance with applicable privacy laws and regulations), the de-identified data relating to individual scores, free of additional charges;

16. That UCLA will not provide the de-identified data to any other party (except the Licensed EDI Recipients and the OCCS without the prior consent of these parties and the UCLA IRB;
17. UCLA will provide the Licensed EDI Recipients with aggregate data for their site free of any additional charges beyond those associated with the staff time needed for data file preparation and analysis to generate the Community Profile Report;
18. To indemnify, defend and hold harmless UCLA and OCCS at McMaster, and their respective directors, officers, employees, agents and affiliates from and against any liability, loss, costs, damages or expenses of any kind (including, but not limited to, reasonable legal, expert and consultant fees) causes of action, actions, claims, demands, lawsuits or other proceedings in proportion and to the extent that the forgoing claims arise directly or indirectly from any use of the Licensed Works; and
19. This Agreement is effective for one annual round of EDI data collection.

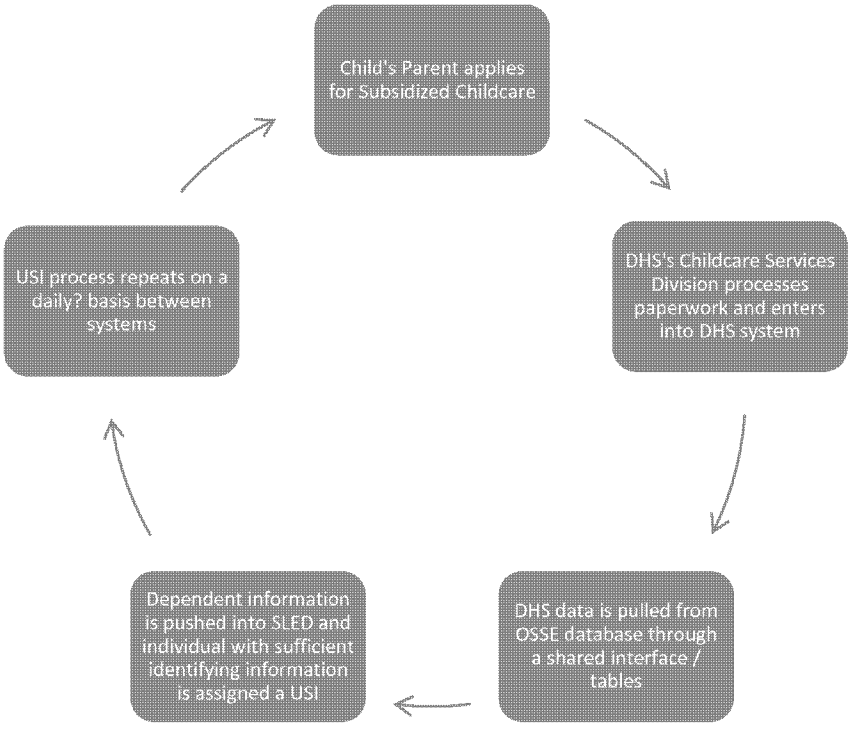
Name: JESUS AGUIRRE Signature: (b)(6)

Organization: OSSE Date: 10/1/13

ECE USI Assignment Memo

Across the country, states are working to build out longitudinal student data systems to include early childhood data. As of early 2013, all children participating in DC's CCDF subsidized childcare program are assigned a Unique Student Identifier (USI) by OSSE's CIO staff.

The Department of Human Services (DHS) data system has historically assigned a 5 digit unique ID for participants, a 5 digit dependent number (dep_nm). In order to include the subsidized childcare participants into SLED, it was necessary to align the SLED unique identifier with the existing student level data from the DHS system. This USI is 10 digits and is assigned to all students enrolled in DCPS and PCS within the District. This assignment has occurred retroactively for children participating back to 1996 in the subsidy program. The basic process is outlined below:



For the Pre-K Grantee CBO program, the USI assignment process is similar, but the initial collection is manual. Demographic and identifying information is collected and pushed into the USI matching engine through a Quickbase application by OSSE's CIO staff. Any participants in this program who enrolled in any CCDF subsidized site will be matched to their previously existing USI.

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
Office of Specialized Instruction

Overview

DCPS, in partnership with the Office of Head Start, US Department of Health and Human Services, developed a unique funding model to expand high quality early childhood services. This model uses the local school funding formula in combination with Head Start funds to serve every early childhood student in Title I schools in DCPS. Under the school funding formula, PK3/PK4 students generate the same full per pupil funding as other students to support the basic classroom services, including teacher and aide salaries. The federal Head Start dollars provide support for a range of materials and supports to improve the quality of the early childhood environment, such as coaches, professional development and classroom resources, and to ensure that every family can access family support and engagement activities.

Head Start School-wide Model Program Improvements/Initiatives

1. **Expansion.** Head Start services are now available to nearly 5,000 children in 294 classrooms across 57 schools.
2. **Equity.** All early childhood classrooms (PK3/PK4 students) are now integrated regardless of how services are funded. Prior to the blending of Head Start and prekindergarten classrooms, families went through a separate enrollment process and children were placed in a classroom based on their income.
3. **Accountability.** Because of blending, all Title I schools with PK3/PK4 grades are required to meet the same standards of program quality. This will increase compliance with Head Start mandates overall. Principals do not have different expectations for different PK3/PK4 classrooms within their building.
4. **Quality.** The Head Start model is a comprehensive and developmentally appropriate approach to early education. The standards require a focus on child development, including health and wellness, school readiness, and parent engagement. OECE has implemented high quality research based curricula in every HSSWM classroom, including *Tools of the Mind*, Montessori, Creative Curriculum and a modified Reggio-Emilia approach, and has received accreditation of our Montessori programs. Every teacher and aide receives curricula specific professional development, as well as coaching and adequate classroom resources. OECE also collects CLASS observations on every teacher, and uses that information to target supports, classroom interventions and other resources.
5. **Smart budgeting.** Head Start grant dollars are now blended with local resources, and DCPS has the flexibility to use these dollars across more schools and to fund supports for additional children who will benefit from the full range of developmentally appropriate supports.
6. **Ongoing program improvements.** OECE has invested in an ongoing program evaluation with assessments at the child and classroom level to gather information on strengths and weaknesses in the program model. This information, combined with additional data from our

coaching program and other data analyses, will be used to guide investments in professional development, staff training, and program expansion.

Early Successes

1. **Child Assessment:** More than 90 percent of children at Title I schools had a developmental and social-emotional screen within the first 45 days of school. This information helps teachers begin assessment cycle with children and also screens for possible early intervention services.
2. **Health Screenings:** Of children in Title I schools nearly 100 percent have had a hearing and vision screen so far this school year. This is a significant improvement from previous years, and is due to a coordinated effort with DOH and school nurses.
3. **Classroom environments:** The Office of Early Childhood Education developed an inventory of supplies and furnishings for PK3/PK4 classrooms. All schools have received new items based on need. In order to ensure that classrooms are fully supplied at all times, we have entered a maintenance mode in which needs are filled as they arise.
4. **Federal Compliance:** A federal team audited the entire DCPS program in September 2011. The audit was clean with no deficiencies for the first time in 15 years.

Office of the
State Superintendent of Education

OSSE POLICY
Date Issued: 10/04/2011

POLICY FOR DATA ACCESS AND USE

The purpose of this policy is to establish parameters for access and use of educational data collected by the Office of the State Superintendent of Education (OSSE).

BACKGROUND

OSSE is committed to ensuring the privacy and protection of student information while also allowing disclosure in compliance with federal and District law. OSSE developed this policy to comply specifically with the following laws and their implementing regulations: Family Education Rights and Privacy Act[1] (FERPA), Health Insurance Portability and Accountability Act of 1996[2] (HIPAA), and Individuals with Disabilities Education Act[3] (IDEA). In addition, this policy complies with all District of Columbia regulations governing for access and disclosure of student records.[4]

DATA ELEMENTS

Within its Statewide Longitudinal Educational Data System (SLED) and other databases currently in use or under construction and/or consideration, OSSE collects and maintains the following types of data:

- Enrollment
- Student Information
- Assessment
- Demographic
- Teacher qualifications
- Other program-specific data

Data is verified for accuracy, completeness, and age by OSSE staff at the time that it is received from the Local Education Agency (LEA) or school. In addition to a manual verification of the data, the system employs checks and balances to ensure that submitted data conforms to the parameters for that kind of data. Data that does not conform to the requirements for a particular field is rejected and returned to the LEA or school for re-submission.

Sensitivity of data is determined based on whether or not the data is LEA-level, school-level or student-level data. Student-level data identifies a particular student and his/her academic achievement. As a result, student-level data implicates direct privacy concerns and is defined as sensitive data. With limited exception, student-level data is not available to the public without written consent of the parent. LEA-level and school-level data, on the other hand, is deemed not sensitive as it does not implicate any

[1] Pub. L. 90-247, 80 Stat. 783 (Jan. 2, 1968), as codified at 20 U.S.C. § 20-1232g; 34 C.F.R. § 99 *et seq.*
[2] Pub. L. 104-191, 110 Stat. 2021 (Aug. 21, 1996), as codified at 42 U.S.C. § 1320d et seq.; 45 C.F.R. §§ 160, 164.
[3] Pub. L. 108-446, 118 Stat. 2647 (Dec. 3, 2004), as codified at 20 U.S.C. § 1400 et seq.; 34 C.F.R. § 300 *et seq.*
[4] D.C. Mun. Regs. tit. 5E § 2600 *et seq.*, 24 D.C.R. 1055 (Jul. 29, 1977), as amended.

individual privacy concerns. However, where release of LEA-level and school-level data would identify student-level data, the data would be deemed sensitive only to the extent that it identifies a particular student's information. Any portions of LEA-level and school-level data that identify student-level data will be treated as sensitive and may not, with limited exception, be disclosed without written consent of the parent of the identified student.

ACCESS TO ANALYSIS OF DATA

This policy is intended to address disclosure of raw data collection. In addition to collection of raw data, the State Education Agency is required to analyze educational data for the purposes of oversight and administration of educational programs. During the deliberative process, any analysis performed by the State Education Agency and its agents and/or contractors pursuant to federal or state law will be considered *embargoed* and will be not publicly-disclosed pursuant to this policy unless the decision-making and/or investigatory processes for which that analysis is used has been fully completed and approved for dissemination and/or publication. Embargoed data may be disclosed on a limited basis for the purpose of review by entities specified by law, such as schools and LEAs. However, embargoed data will not be disclosed to any other entity, including but not limited to researchers, parents, press and/or the general public, until the conclusion of the deliberative and investigatory processes. Consistent with applicable laws and upon completion of the processes described above, embargoed data may be reclassified and released to the public as appropriate.

WHO MAY ACCESS DATA

The following entities are authorized varying levels of access to educational data:

- OSSE staff
- Federal government
- LEAs
- Schools
- Parents/students
- Researchers
- Courts

OSSE's Statewide Longitudinal Education Data System (SLED) staff members are solely authorized to access SLED data. SLED staff have unlimited access to data in furtherance of the employee's official duties and OSSE's mandates.

As authorized by statute and regulation, the Federal government may have access to LEA-level, school-level, and student-level educational data as needed to comply with auditing, oversight, and reporting requirements.

LEA and school officials within the District of Columbia school system, including administrators and teachers, may access LEA-level, school-level, and student-level data if they are deemed by OSSE to have legitimate educational interests. LEA and school officials from outside the District of Columbia may also access student-level data for any student who is seeking admission or enrollment into that school or school system, or in connection with the student's request for financial aid.

Parents have the right to request the complete record of the student-level data for their child(ren).

Education researchers are entitled to receive LEA-level, school-level, and student-level data. This is the only segment of the public who may access student-level data without first obtaining written consent of the student's parent. However, an educational researcher must still protect the student's privacy and may not publish, present or use results from the research or data analysis if such publication, presentation or use would identify any personal student information.

Courts may access student-level educational data pursuant to a subpoena or court order.

Personal data may also be released by OSSE to appropriate persons in emergency situations only to the extent necessary to protect the health and safety of the student or other persons.

Persons who do not fall into one of the above categories must file a Freedom of Information Act (FOIA) request in order to request access to educational data. Student-level data will not be provided pursuant to FOIA as it is an unwarranted invasion of personal privacy and is prohibited from disclosure pursuant to other laws, such as the Family Educational and Privacy Rights Act (FERPA).

PARENTAL CONSENT TO DISCLOSURE

Where disclosure is not otherwise authorized by federal or District law, student-level data may be released with the written consent of the parent. A parent who wishes to consent to release of his/her child(ren)'s educational information should complete the Parental Disclosure Authorization Form. See Attachment A.

DATA REQUEST PROCEDURE

Educational Research

OSSE is committed to conducting and supporting research that aligns with our agency goals while respecting the privacy of students. To that end, individuals and/or organizations seeking educational data for research purposes must submit a research proposal using the Educational Data Research Request Form. See Attachment B.

Research requests will be evaluated on the following criteria:

- Does the research proposal clearly explain the need for the data requested?
- Is there a clear relationship between the requested data and the research goals?
- Does the request comply with all student privacy/confidentiality laws?
- Is the data readily available? If not, what amount of time and effort must OSSE expend to comply with the request?
- Is there a compelling need for the research?
- Will a program within OSSE benefit from the research?

OSSE will only consider requests for student-level data from professional researchers or from graduate students/professors (Master's or PhD level) affiliated with institutions that have an Institutional Review Board. Graduate students must have a supervising professor, and the university must have an Institutional Review Board (IRB).

Any researcher who is approved to receive student-level data will be required to enter into a written data sharing agreement with OSSE and to submit non-disclosure forms signed by every person who will have access to student-level data on behalf of the researcher.

When a research request is received from a researcher, OSSE will evaluate the request and provide a response to the requestor within 30 calendar days. If OSSE decides to grant the data request, please allow an additional 30 days for compilation of data. Requests for significant amounts of data may be subject to longer response times, which will be discussed with the researcher by OSSE staff.

Prior to publication of any research findings or conclusions based on data received from OSSE, it must be shared with OSSE at least fourteen days before publication and/or submission. OSSE will use this time period to review the findings for compliance with federal or District privacy laws and with the written data use agreement signed by the researcher.

Parents

Parents have the right under the Family Educational and Privacy Rights Act (FERPA) to access their child(ren)'s educational records and to request amendment of the content of such educational records to the extent that the records may be inaccurate or misleading. A parent wishing to access and review his/her child(ren)'s educational records should complete the Parent Data Request Form. See Attachment C. Proof of the requestor's relationship to the child must be attached to the request form.

When a request for data is received by OSSE from a parent, OSSE will evaluate the request and provide a response to the parent within 45 calendar days of the request. Due to the sensitivity of student information, responses to parental requests for their child(ren)'s information will not be mailed, faxed or electronically transmitted. Once the parent's data request has been approved, the parent will be required to come to OSSE's office and show identification before the records will be released.

If after reviewing the records, a parent wishes to contest the content of the records, the parent should follow the procedures outlined in Title 5E, Section 2601 of the D.C. Municipal Regulations. Challenges to the content of their child(ren)'s educational records must be directed to the custodian of records at the child(ren)'s school, not to OSSE.

Other Requestors

Requestors of data who are not parents, educational researchers, LEA, school or government representatives, must follow the procedures for a Freedom of Information Act (FOIA) request. Submission instructions for FOIA may be found at:

http://dc.gov/DC/Government/Data+&+Transparency/Freedom+of+Information+Act

PUBLIC NOTICE

OSSE provides notice to the public about the Statewide Longitudinal Education Data System (SLED) via its website at:

http://osse.dc.gov/service/statewide-longitudinal-education-data-system-sled

ATTACHMENT A

Parental Disclosure Authorization Form

The Federal Educational Rights and Privacy Act (FERPA) is a Federal law concerning the privacy of, and access to, student education records. FERPA gives parents and guardians certain privacy rights with respect to their children's education records. This form permits a parent or guardian to voluntarily authorize the release of education records to a third-party. Such a release is not mandatory. For additional information, visit the U.S. Department of Education's website: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

This form must be fully completed and signed. Education records cannot be released if the form is not complete.

I. STUDENT INFORMATION:

Student Name:
Date of Birth:
Student School and Grade:

II. RECORDS TO BE RELEASED (LIST BELOW):

III. PERSON(S) TO WHOM ACCESS OF EDUCATIONAL RECORDS MAY BE PROVIDED:

Name(s):
Address(es):

IV. RELEASE DURATION (USUALLY ONE YEAR):

This Authorization Expires on:

V. DESCRIBE THE PURPOSE OF THE RELEASE:

I consent to this release understanding that (1) I have the right not to consent to the release of the student's education records, (2) I have a right to inspect any written record pursuant to this consent form, and (3) I have the right to revoke this consent at any time by providing a written revocation to the Office of the State Superintendant of Education (OSSE).

Parent/Guardian's Written Name:	**Parent/Guardian's Signature:**	**Date:**

ATTACHMENT B

Educational Data Request Form

Data requests will only be considered after the completed form has been received. For an overview of the criteria used to evaluate data requests, consult the Office of the State Superintendent of Education's Policy for Data Access and Use.

Please submit to: **Office of the State Superintendent of Education**
Street Address
Washington, DC 20002

Required Information:

Name:
Personal Designation (please check the appropriate box): ☐**Graduate Student** **Graduate students must provide supervisor's name: _____.** ☐ **Professor** ☐ **Non-professor professional**
Organization/School Name:
If Your Institution is a University or College, Does It Have an Institutional Review Board? ☐ **Yes** ☐ **No**
Mailing Address:

Phone:	**Email:**

Specify Data Requested:

Project Description (attach a document addressing the following in sequence):

A. What are the purpose and goals of the proposed research? Provide a summary/abstract of the topic.

B. List the research question(s) addressed by the proposed project.

C. Explain the relationship between the requested data and your research goals.

D. Is there a compelling need for your research? Please explain.

E. Does your data request comply with all student privacy and confidentiality laws and regulations?

F. Is your data easily accessible for OSSE? Why are readily available online data and reports insufficient to address the research question(s) posed?

Statement of Benefit:

A. How will your study expand OSSE's understanding of your research topic?

B. Which of OSSE's programs will be benefitted by this research and how?

Timeline Requirements (please layout the timeline for your project):

ATTACHMENT C

Parent Data Request Form

The Federal Educational Rights and Privacy Act (FERPA) is a Federal law concerning the privacy of, and access to, student education records. FERPA gives parents and guardians the right to request and inspect the educational records of their child(ren) for the purposes of ensuring accuracy and compliance with privacy requirements.

This form must be fully completed and signed. Education records cannot be released if the form is not complete.

Due to the sensitive nature of student information, you will be contacted when this request has been approved and the requested documents are available for pick-up. You will be asked to come to the Office of the State Superintendent of Education, located at 810 First Street, NE, Washington, DC 20002, during regular business hours and show identification before the records will be released.

I. STUDENT INFORMATION:

Student Name:
Date of Birth:
Student School and Grade:

II. RECORDS TO BE RELEASED (LIST BELOW):

III. PARENT OR GUARDIAN INFORMATION:

Name(s):
Address(es):
Relationship to Student(s):

IV. SIGNATURE:

Parent/Guardian's Signature:	**Date:**

Attachment 95: EAG Awards Press Release

U.S. Department of Education Awards More Than $15.1 Million in Enhanced Assessment Grants to Develop or Improve Kindergarten Entry Assessments

SEPTEMBER 12, 2013

Contact: Press Office, (202) 401-1576, press@ed.gov (mailto:press@ed.gov)

The U.S. Department of Education has awarded more than $15.1 million in Enhanced Assessment Grants (EAGs) to three state education agencies—North Carolina, Maryland and Texas—to develop or enhance their Kindergarten Entry Assessments.

"A child who's ready for kindergarten has a strong start toward success in school and in life," U.S. Secretary of Education Arne Duncan said. "The high-quality assessments that these states will develop will give educators and parents an additional tool for understanding a child's cognitive and non-cognitive development."

While in Arizona later today, Secretary Duncan will highlight that the state is part of a consortium of states receiving grants on behalf of North Carolina's application. The consortium's funds will be used to enhance the Kindergarten portion of a K-3 formative assessment system. Secretary Duncan will highlight the grants at a town hall about expanding access to early learning programs (http://www.ed.gov/early-learning), an event that is part of the Department's "Strong Start, Bright Future" back-to-school bus tour (http://www.ed.gov/news/media-advisories/secretary-duncan-visit-schools-arizona-part-strong-start-bright-future-back-sc).

The primary measure of school's success under the Elementary and Secondary Education Act is proficiency on state assessments. The EAGs can be used to improve the quality, validity, and reliability of state academic assessments; measure student academic achievement using multiple measures; chart student progress over time; and evaluate student academic achievement through the development of comprehensive academic assessment instruments.

North Carolina's award amounts to more than $6.1 million. In addition to Arizona, other states in the consortium include Delaware, Iowa, Maine, North Dakota, Oregon, Rhode Island, Washington DC and South Carolina as a collaborating state. The grant will be used to enhance a K-3 assessment system, helping improve student outcomes and promote early learning.

The Maryland grant, in the amount of $4.9 million, is part of a 7-state consortium, including Connecticut, Indiana, Massachusetts, Michigan, Nevada and Ohio. The grant will be used to enhance a multistate, state-of-the-art assessment system composed of a KEA and aligned formative assessments.

Texas's award totaling $3.9 million will fund a proposal to implement the Texas Kindergarten Entry Assessment System (TX-KEA) that enhances the quality and variety of assessment instruments and systems used by the state's school districts, which serve more than 5 million students—including up to 400,000 incoming kindergarten students.

The EAG program is administered by the Office of Elementary and Secondary Education. For additional information on the program and these new awards, visit http://www.ed.gov/programs/eag (http://www2.ed.gov/programs/eag/index.html).

Tags:

Tweet 43 Like 162

Notice of Language Assistance: English | español | 中文: 繁體版 | Việt-ngữ | 한국어 | Tagalog | Русский

1. DATE ISSUED: 08/27/2013	**2. PROGRAM CFDA:** 93.110	
3. SUPERSEDES AWARD NOTICE dated: except that any additions or restrictions previously imposed remain in effect unless specifically rescinded.		
4a. AWARD NO.: 1 H25MC26302-01-00	**4b. GRANT NO.:** H25MC26302	**5. FORMER GRANT NO.:**
6. PROJECT PERIOD: **FROM:** 08/01/2013 **THROUGH:** 07/31/2016		
7. BUDGET PERIOD: **FROM:** 08/01/2013 **THROUGH:** 07/31/2014		

U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration

NOTICE OF AWARD
AUTHORIZATION (Legislation/Regulation)
Public Health Service Act, Section 1252, as amended, Public Law 104-166, 42 U.S.C. 300d-52
Social Security Act § 501(a)(2-3), 42 U.S.C. § 701(a)(2-3)
Title V, § 501(a)(3)(c) of the Social Security Act as amended, (42 U.S.C. 701(a)(3)(c)

8. TITLE OF PROJECT (OR PROGRAM): Community-Based Integrated Service Systems (Local/State)

9. GRANTEE NAME AND ADDRESS:
DC STATE EDUCATION OFFICE
810 1st St NE
Washington, DC 20002-4227
DUNS NUMBER:
603893657

10. DIRECTOR: (PROGRAM DIRECTOR/PRINCIPAL INVESTIGATOR)
Kendrick Brown
DC STATE EDUCATION OFFICE
810 First Street NE 9th floor
Washington, DC 20002

11.APPROVED BUDGET:(Excludes Direct Assistance)
[X] Grant Funds Only
[ ] Total project costs including grant funds and all other financial participation

a . Salaries and Wages :	$0.00
b . Fringe Benefits :	$0.00
c . Total Personnel Costs :	$0.00
d . Consultant Costs :	$0.00
e . Equipment :	$0.00
f . Supplies :	$0.00
g . Travel :	$0.00
h . Construction/Alteration and Renovation :	$0.00
i . Other :	$0.00
j . Consortium/Contractual Costs :	$0.00
k . Trainee Related Expenses :	$0.00
l . Trainee Stipends :	$0.00
m . Trainee Tuition and Fees :	$0.00
n . Trainee Travel :	$0.00
o . TOTAL DIRECT COSTS :	$104,061.00
p . INDIRECT COSTS (Rate: % of S&W/TADC) :	$0.00
q . TOTAL APPROVED BUDGET :	$104,061.00
i. Less Non-Federal Share:	$0.00
ii. Federal Share:	$104,061.00

12. AWARD COMPUTATION FOR FINANCIAL ASSISTANCE:

a. Authorized Financial Assistance This Period	**$104,061.00**
b. Less Unobligated Balance from Prior Budget Periods	
i. Additional Authority	$0.00
ii. Offset	$0.00
c. Unawarded Balance of Current Year's Funds	$0.00
d. Less Cumulative Prior Awards(s) This Budget Period	$0.00
e. AMOUNT OF FINANCIAL ASSISTANCE THIS ACTION	**$104,061.00**

13. RECOMMENDED FUTURE SUPPORT: (Subject to the availability of funds and satisfactory progress of project)

YEAR	TOTAL COSTS
02	$104,061.00
03	$104,061.00

14. APPROVED DIRECT ASSISTANCE BUDGET:(In lieu of cash)

a. Amount of Direct Assistance	$0.00
b. Less Unawarded Balance of Current Year's Funds	$0.00
c. Less Cumulative Prior Awards(s) This Budget Period	$0.00
d. AMOUNT OF DIRECT ASSISTANCE THIS ACTION	**$0.00**

15. PROGRAM INCOME SUBJECT TO 45 CFR Part 74.24 OR 45 CFR 92.25 SHALL BE USED IN ACCORD WITH ONE OF THE FOLLOWING ALTERNATIVES:
A=Addition B=Deduction C=Cost Sharing or Matching D=Other **[A]**
Estimated Program Income: $0.00

16. THIS AWARD IS BASED ON AN APPLICATION SUBMITTED TO, AND AS APPROVED BY HRSA, IS ON THE ABOVE TITLED PROJECT AND IS SUBJECT TO THE TERMS AND CONDITIONS INCORPORATED EITHER DIRECTLY OR BY REFERENCE IN THE FOLLOWING:
a. The grant program legislation cited above. b. The grant program regulation cited above. c. This award notice including terms and conditions, if any, noted below under REMARKS. d. 45 CFR Part 74 or 45 CFR Part 92 as applicable. In the event there are conflicting or otherwise inconsistent policies applicable to the grant, the above order of precedence shall prevail. Acceptance of the grant terms and conditions is acknowledged by the grantee when funds are drawn or otherwise obtained from the grant payment system.

REMARKS: (Other Terms and Conditions Attached **[X]Yes [ ]No**)

Electronically signed by Shonda Gosnell , Grants Management Officer on : 08/27/2013

17. OBJ. CLASS: 41.51	**18. CRS-EIN:** 1536001131K2	**19. FUTURE RECOMMENDED FUNDING:** $0.00

FY-CAN	CFDA	DOCUMENT NO.	AMT. FIN. ASST.	AMT. DIR. ASST.	SUB PROGRAM CODE	SUB ACCOUNT CODE
13 - 3892050	93.110	H25MC26302A0	$104,061.00	$0.00		N/A

HRSA Electronic Handbooks (EHBs) Registration Requirements

The Project Director of the grant (listed on this NoA) and the Authorizing Official of the grantee organization are required to register (if not already registered) within HRSA's Electronic Handbooks (EHBs). Registration within HRSA EHBs is required only once for each user for each organization they represent. To complete the registration quickly and efficiently we recommend that you note the 10-digit grant number from box 4b of this NoA. After you have completed the initial registration steps (i.e.,created an individual account and associated it with the correct grantee organization record), be sure to add this grant to your portfolio. This registration in HRSA EHBs is required for submission of noncompeting continuation applications. In addition, you can also use HRSA EHBs to perform other activities such as updating addresses, updating email addresses and submitting certain deliverables electronically. Visit https://grants.hrsa.gov/webexternal/login.asp to use the system. Additional help is available online and/or from the HRSA Call Center at 877-Go4-HRSA/877-464-4772.

Terms and Conditions

Failure to comply with the special remarks and condition(s) may result in a draw down restriction being placed on your Payment Management System account or denial of future funding.

Grant Specific Condition(s)

1. **Due Date: Within 60 Days of Award Issue Date**
   Submit work plans for Years 2 and 3. Include in work plan the implementation of at least 2 more Caring for Our Children 3rd Ed. standards in your strategy work to meet the required 10 standards.
2. **Due Date: Within 30 Days of Award Issue Date**
   Grantee must submit a SF-424A and detailed budget justification for all three years of funding for the Federal approved amount of $104,061.

Grant Specific Term(s)

1. As required by the Federal Funding Accountability and Transparency Act of 2006 (Pub. L. 109–282), as amended by section 6202 of Public Law 110–252, recipients must report information for each subaward of $25,000 or more in Federal funds and executive total compensation as outlined in Appendix A to 2 CFR Part 170 (http://www.hrsa.gov/grants/ffata.html). The FFATA reporting requirements apply for the duration of the project period and so include all subsequent award actions to aforementioned HRSA grants and cooperative agreement awards (e.g., Type 2 (competing continuation), Type 5 (non-competing continuation), etc.). Subawards to individuals are exempt from these requirements.
2. All post-award requests, such as significant budget revisions or a change in scope, must be submitted as a Prior Approval action via the Electronic Handbooks (EHBs) and approved by HRSA prior to implementation. Grantees under "Expanded Authority," as noted in the Remarks section of the Notice of Award, have different prior approval requirements. See "Prior-Approval Requirements" in the DHHS Grants Policy Statement: http://www.hhs.gov/asfr/ogapa/grantinformation/hhsgps107.pdf
3. All grant recipients are required to enlist pediatricians as a core state team member to lead state policy development.
4. All grant recipients are required to report on statewide data that aligns with the six MIECHV benchmarks in each of their next three non-competing continuation progress reports. At the end of year 1, grantees will be required to report on data that represents two benchmark areas using at least one indicator in each of the two benchmark areas. At the end of year 2, grantees will be required to increase the reporting to four benchmark areas (adding two more to the two that were selected in year 1). By the end of year 3, grantees will be required to report on all six benchmark areas using at least one indicator in each benchmark area. Data should be collected on statewide child health outcomes aligned with the MIECHV benchmark areas at the population and state levels and not at the individual levels.
5. All grant recipients are required to include a continuous quality improvement (CQI) process relevant to the chosen strategy as part of program implementation.
6. All grant recipients are required to provide a program sustainability plan as part of their first year's non-competing continuation progress reports.
7. All grant recipients are required to partner with an early childhood state team to include representatives from early childhood programs, projects and professional organizations, including but not limited to health (including Title V, local public health, community health centers, Medicaid, ACOG, etc.), mental and behavioral health (including Project LAUNCH), education, family support and home visiting (including MIECHV), early care and education, etc. If an existing workgroup meets these criteria, a new group does not have to be established. All grant recipients are required to provide a one-page figure that shows the proposed logic model.
8. Notice: As a result of the recommendation from the Division of Financial Integrity, all drawdown of Federal funds from the Payment Management System (PMS) concerning this grant must have approval of the Grants Management Officer before funds are drawn. Beginning immediately, by the 20th of each month or a minimum of 10 days before funds are needed, an original signed SF 270 must be submitted and

subsequently approved for anticipated expenditures, along with documentation to substantiate the request. This restriction is expected to be temporary, pending resolution of the above concerns by your organization. HRSA will determine when such resolution has occurred, and will notify the grantee in writing when the restriction has been lifted. Form SF 270 is available at http://www.whitehouse.gov/omb/grants/grants_forms.html.

Standard Term(s)

1. Recipients must comply with all terms and conditions outlined in their grant award, including grant policy terms and conditions outlined in applicable Department of Health and Human Services (HHS) Grants Policy Statements, and requirements imposed by program statutes and regulations and HHS grant administration regulations, as applicable; as well as any requirements or limitations in any applicable appropriations acts.
2. All discretionary awards issued by HRSA on or after October 1, 2006, are subject to the HHS Grants Policy Statement (HHS GPS) unless otherwise noted in the Notice of Award (NoA). Parts I through III of the HHS GPS are currently available at ftp://ftp.hrsa.gov/grants/hhsgrantspolicystatement.pdf. Please note that the Terms and Conditions explicitly noted in the award and the HHS GPS are in effect.
3. The HHS Appropriations Act requires that when issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds, including but not limited to State and local governments, shall clearly state the percentage of the total costs of the program or project which will be financed with Federal money, the dollar amount of Federal funds for the project or program, and percentage and a dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.
4. Recipients and sub-recipients of Federal funds are subject to the strictures of the Medicare and Medicaid anti-kickback statute (42 U.S.C. 1320a - 7b(b) and should be cognizant of the risk of criminal and administrative liability under this statute, specifically under 42 U.S.C. 1320 7b(b) Illegal remunerations which states, in part, that whoever knowingly and willfully: (A) Solicits or receives (or offers or pays) any remuneration (including kickback, bribe, or rebate) directly or indirectly, overtly or covertly, in cash or in kind, in return for referring (or to induce such person to refer) an individual to a person for the furnishing or arranging for the furnishing of any item or service, OR (B) In return for purchasing, leasing, ordering, or recommending purchasing, leasing, or ordering, or to purchase, lease, or order, any goods, facility, services, or item ....For which payment may be made in whole or in part under subchapter XIII of this chapter or a State health care program, shall be guilty of a felony and upon conviction thereof, shall be fined not more than $25,000 or imprisoned for not more than five years, or both.
5. Items that require prior approval from the awarding office as indicated in 45 CFR Part 74.25 [Note: 74.25 (d) HRSA has not waived cost-related or administrative prior approvals for recipients unless specifically stated on this Notice of Award] or 45 CFR Part 92.30 must be submitted in writing to the Grants Management Officer (GMO). Only responses to prior approval requests signed by the GMO are considered valid. Grantees who take action on the basis of responses from other officials do so at their own risk. Such responses will not be considered binding by or upon the HRSA.
   In addition to the prior approval requirements identified in Part 74.25, HRSA requires grantees to seek prior approval for significant rebudgeting of project costs. Significant rebudgeting occurs when, under a grant where the Federal share exceeds $100,000, cumulative transfers among direct cost budget categories for the current budget period exceed 25 percent of the total approved budget (inclusive of direct and indirect costs and Federal funds and required matching or cost sharing) for that budget period or $250,000, whichever is less. For example, under a grant in which the Federal share for a budget period is $200,000, if the total approved budget is $300,000, cumulative changes within that budget period exceeding $75,000 would require prior approval). For recipients subject to 45 CFR Part 92, this requirement is in lieu of that in 45 CFR 92.30(c)(1)(ii) which permits an agency to require prior approval for specified cumulative transfers within a grantee's approved budget. [Note, even if a grantee's proposed rebudgeting of costs falls below the significant rebudgeting threshold identified above, grantees are still required to request prior approval, if some or all of the rebudgeting reflects either a change in scope, a proposed purchase of a unit of equipment exceeding $25,000 (if not included in the approved application) or other prior approval action identified in Parts 74.25 and 92.30 unless HRSA has specifically exempted the grantee from the requirement(s).]
6. Payments under this award will be made available through the DHHS Payment Management System (PMS). PMS is administered by the Division of Payment Management, Financial Management Services, Program Support Center, which will forward instructions for obtaining payments. Inquiries regarding payments should be directed to: ONE-DHHS Help Desk for PMS Support at 1-877-614-5533 or PMSSupport@psc.hhs.gov. For additional information please visit the Division of Payment Management Website at www.DPM.PSC.GOV.
7. The DHHS Inspector General maintains a toll-free hotline for receiving information concerning fraud, waste, or abuse under grants and cooperative agreements. Such reports are kept confidential and callers may decline to give their names if they choose to remain anonymous. Contact: Office of Inspector General, Department of Health and Human Services, Attention: HOTLINE, 330 Independence Avenue Southwest, Cohen Building, Room 5140, Washington, D. C. 20201, Email: Htips@os.dhhs.gov or Telephone: 1-800-447-8477 (1-800-HHS-TIPS).
8. Submit audits, if required, in accordance with OMB Circular A-133, to: Federal Audit Clearinghouse Bureau of the Census 1201 East 10th Street Jefferson, IN 47132 PHONE: (310) 457-1551, (800)253-0696 toll free http://harvester.census.gov/sac/facconta.htm

9. EO 13166, August 11, 2000, requires recipients receiving Federal financial assistance to take steps to ensure that people with limited English proficiency can meaningfully access health and social services. A program of language assistance should provide for effective communication between the service provider and the person with limited English proficiency to facilitate participation in, and meaningful access to, services. The obligations of recipients are explained on the OCR website at http://www.hhs.gov/ocr/lep/revisedlep.html.
10. This award is subject to the requirements of Section 106 (g) of the Trafficking Victims Protection Act of 2000,as amended (22 U.S.C. 7104). For the full text of the award term, go to http://www.hrsa.gov/grants/trafficking.htm. If you are unable to access this link, please contact the Grants Management Specialist identified in this Notice of Award to obtain a copy of the Term.
11. The Consolidated Appropriations Act, 2012 (P.L. 112-74) enacted December 23, 2011, limits the salary amount that may be awarded and charged to HRSA grants and cooperative agreements. HRSA funds may not be used to pay the salary of an individual at a rate in excess of $179,700 (the Executive Level II salary of the Federal Executive Pay scale). This amount reflects an individual's base salary exclusive of fringe and any income that an individual may be permitted to earn outside of the duties to the applicant organization. This salary limitation also applies to subawards/subcontracts for substantive work under a HRSA grant or cooperative agreement. The salary limitation does not apply to payments made to consultants under this award although, as with all costs, those payments must meet the test of reasonableness and be consistent with institutional policy. **Your award amount will not necessarily be recalculated to adjust for necessary reductions in salaries included in your proposal. However, none of the funds in this award shall be used to pay the salary of an individual at a rate in excess of the salary limitation.** [It is important to note that an individual's base salary, per se, is NOT constrained by the legislative provision for a limitation of salary. The rate limitation simply limits the amount that may be awarded and charged to HRSA grants and cooperative agreements.]
12. To serve persons most in need and to comply with Federal law, services must be widely accessible. Services must not discriminate on the basis of age, disability, sex, race, color, national origin or religion. The HHS Office for Civil Rights provides guidance to grant and cooperative agreement recipients on complying with civil rights laws that prohibit discrimination on these bases. Please see http://www.hhs.gov/ocr/civilrights/understanding/index.html. HHS also provides specific guidance for recipients on meeting their legal obligation under Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin in programs and activities that receive Federal financial assistance (P. L. 88-352, as amended and 45 CFR Part 80). In some instances a recipient's failure to provide language assistance services may have the effect of discriminating against persons on the basis of their national origin. Please see http://www.hhs.gov/ocr/civilrights/resources/laws/revisedlep.html to learn more about the Title VI requirement for grant and cooperative agreement recipients to take reasonable steps to provide meaningful access to their programs and activities by persons with limited English proficiency.
13. Important Notice: The Central Contractor registry (CCR) has been replaced. The General Services Administration has moved the CCR to the System for Award Management (SAM) on July 30, 2012. To learn more about SAM please visit https://www.sam.gov.

    It is incumbent that you, as the recipient, maintain the accuracy/currency of your information in the SAM at all times during which your entity has an active award or an application or plan under consideration by HRSA, unless your entity is exempt from this requirement under 2 CFR 25.110. Additionally, this term requires your entity to review and update the information at least annually after the initial registration, and more frequently if required by changes in your information. This requirement flows down to subrecipients. Note: SAM information must be updated at least every 12 months to remain active (for both grantees and sub-recipients). Grants.gov will reject submissions from applicants with expired registrations. It is advisable that you do not wait until the last minute to register in SAM or update your information. According to the SAM Quick Guide for Grantees (https://www.sam.gov/sam/transcript/SAM_Quick_Guide_Grants_Registrations-v1.6.pdf), an entity's registration will become active after 3-5 days. Therefore, check for active registration well before the application deadline.

Reporting Requirement(s)

1. **Due Date: Within 90 Days of Project End Date**
   The grantee must submit a project period end performance report within 90 days after the end of the project period. This report should include completing the financial forms, project abstract, grant summary and performance measures. The performance report must be submitted using the Electronic Handbook (EHB).
2. **Due Date: Within 120 Days of Award Issue Date**
   The grantee must submit a Performance Report within 120 days after receipt of the NoA. This report should include completing the financial forms, project abstract, grant summary and performance measures. The performance report must be submitted using the Electronic Handbook (EHB).
3. **Due Date: 10/30/2014**
   The grantee must submit a Federal Financial Report (FFR) no later than October 30, 2014. The report should reflect cumulative reporting within the project period and must be submitted using the Electronic Handbooks (EHBs).
4. **Due Date: Within 90 Days of Project End Date**
   The grantee must submit within 90 days after the project end date the SF-428 (Tangible Personal Property Report) "with the SF-428B (Final Report Attachment) and if applicable the SF-428S (Supplemental Sheet). These documents must be completed using the Electronic Handbooks (EHBs). The grantee is required to report federally-owned property, acquired equipment with an acquisition cost of $5,000 or

more for which HRSA has reserved the right to transfer title, and residual unused supplies with total aggregate fair market value exceeding $5,000.

Failure to comply with these reporting requirements will result in deferral or additional restrictions of future funding decisions.

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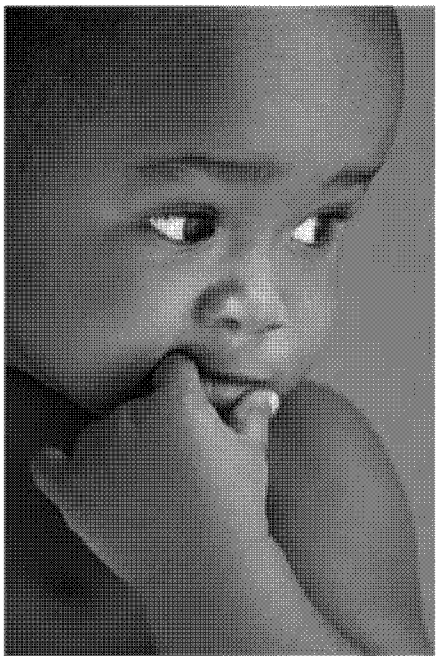

Recommendations for Developing a Unified Early Care and Education Data Collection System in the District of Columbia

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Executive Summary

The District of Columbia State Early Childhood Development Coordinating Council (SECDCC) has the following mission: to support and advocate for policies and practices to ensure a comprehensive early childhood education and development system for infants, toddlers, and young children by improving collaboration and coordination among agencies and community partners in the District of Columbia (District) in order for all children and families to thrive. Since its inception, the SECDCC has focused on developing recommendations to assist with planning and to improve the coordination of services for children ages birth to eight in the District. This report was developed to generate a greater understanding of the value of unified data systems, describe the current landscape of data collection across early childhood programs and services in the District, and provide recommendations for next steps to the SECDCC.

The following key action steps for the SECDCC are described in the report:

- **Establish a data governance body to support the development of a comprehensive early childhood data system**. This body would support the following tasks: 1) Identify overall purpose and data collection goals for an integrated data system; 2) Develop data sharing agreements; 3) Develop common data definitions and standards; 4) Create consistent privacy and confidentiality policies.
- **Coordinate with existing data integration projects and workgroups**. A number of agencies and programs are in the process of planning to make significant changes to their data collection systems. The Council should work collaboratively with agencies and other data systems work occurring in the District.
- **Engage research, policy, and technical assistance organizations for assistance in developing the data system**. Significant federal, state, and local investments for data systems development has spurred the growth of valuable resources from numerous national research, policy, and technical assistance groups working to support states' planning, implementation, and use of integrated early childhood data systems. This report includes a list of several key organizations that have developed resources, convened state leaders, and currently offer one-on-one technical assistance that can support the SECDCC as it begins to plan an integrated early care and education data collection system.

Introduction

In the past decade, there has been increased attention and focus on the development and use of coordinated longitudinal data systems. Parents, practitioners, and policymakers all need timely information to support the positive development of the children under their care. This momentum has been fueled by the belief that in order to improve educational, health and economic outcomes in the United States, decision-makers need to have access to quality longitudinal data, allowing them to understand trends overtime. For example, an early childhood professional who receives timely comprehensive information about a child's progress, the services the child has have received, and areas where the child may need additional support can plan appropriately to meet that child's developmental needs. Policymakers and advocates who have a complete picture of which children and families are accessing educational and health services and the quality of those services can identify any service gaps for specific populations (ex. infants/toddlers, dual language learners, low-income families) and advocate for additional funding or policy changes. To understand the effectiveness of any social services program, policymakers need high-quality data about access to services, quality of experiences, dosage of interventions, program outcomes, and trends related to programs to make good policy decisions.

Federal action and funding has encouraged the expansion of coordinated longitudinal data systems. Since 2005, State Longitudinal Data Systems (SLDS) grants have provided funding to 47 states, the District of Columbia, Virgin Islands, and Puerto Rico (About the SLDS Grant Program, 2013). These grants were provided to encourage states to create data systems that connect early P-20W (early childhood through postsecondary/workforce) data. Race to the Top–Early Learning Challenge (RTT-ELC) grants were also issued to encourage states to attempt to lessen the gap between low-income and high-income families (Race to the Top – Early Learning Challenge, 2013). Further, states were encouraged to increase the number of children from low-income families who were being provided with high-quality child care as well as to create a system of high-quality services. The RTT-ELC grant had a data component that 37 of 42 applicants addressed in their applications. In these applications states developed a plan for creating unique IDs, linking to health, and expanding workforce data collection (Early Childhood Data Collaborative, 2012). Although the District applied for funding, it did not receive a federal grant. Since 2003, Early Childhood Comprehensive Services grants have been issued to 49 states, the District, Guam, the Republic of Palau, Puerto Rico, and Mariana Islands (Early Childhood Comprehensive Systems, 2013). The goal of these grants was to incorporate health data (including general health care and mental health) and information with early childhood data systems.

In 2007, the Head Start Readiness Act authorized the creation of State Advisory Councils (SACs) which were assigned the task of assessing their states' current data systems and

providing recommendations for next steps with the ultimate purpose of ensuring statewide collaboration among early childhood agencies (State Advisory Councils, 2013). The District of Columbia's (the District) SAC is known as the State Early Child Development Coordinating Council (SECDCC). The SECDCC's mission is "to support and advocate for policies and practices to ensure a comprehensive early childhood education and development system for infants, toddlers, and young children by improving collaboration and coordination among agencies and community partners in the District of Columbia in order for all children and families to thrive" (State Early Childhood Development Coordinating Council, 2013 p. 1). Since its inception, the SECDCC has focused on developing recommendations to assist with planning and to improve the coordination of services for child birth to eight in the District. This report was developed for the SECDCC with the following aims:

- To explain current research on the role and value of a unified early childhood data system;
- To describe current data systems used across early learning programs in the District; and
- To recommend action steps for the SECDCC to support the creation of a unified early childhood data system in the District.

Early Childhood Services in the District of Columbia

Research has shown that the period from birth to eight years of age is a critical time for child development (Anderson et al., 2003). The experiences that a child encounters during this age span can affect his or her future success in school and throughout life (Anderson et al., 2003; Haskins & Rouse, 2005). Investing in a child early in life, with quality education and health services, can lead to better academic success and health outcomes. Academic disparities can begin with children who are younger than the age of three, meaning that providing supports and interventions early in life is important in order to combat poor educational outcomes (Haskins & Rouse, 2005).

Some startling statistics from the District show that additional support of young children may be needed. In the District, only 44% of third graders were proficient in reading and 43% were proficient in math in 2013 (Durso, 2013). There have also been clear disparities along racial lines. In 2011, 91% of white fourth graders were proficient in reading, while only 38% of their Black classmates and 45% of their Hispanic classmates reached proficiency (DC Action for Children, 2012). It is important to note that these disparities are not limited to the educational forum. It has been well documented that there are developmental differences based on one's income, such that those children who live in poverty perform worse on health, as well as academic achievement, outcome measures (Brooks-Gunn & Duncan, 1997; Haskins & Rouse,

2005).

In the District, federal and local investment in early childhood and development services is significant. A report by the DC Fiscal Policy Institute identified at least 30 programs across six agencies focused on supporting the healthy development of young children and their families in the District (Bhat, 2012). One of the most remarkable programs for young children in the District springs from the Pre-Kindergarten Enhancement and Expansion Act (Pre-K Act) of 2008, which ensures all three- and four-year-olds in the District have access to high quality pre-kindergarten programs. This key reform was created and implemented to promote school readiness (Pre-K for All DC, 2008). This historic push to provide high-quality universal Pre-K services by 2014 requires building the capacity and quality of pre-kindergarten programs across multiple sectors, including public schools, public charter schools, and community based organizations. The Pre-K Act also included funding for workforce development to increase the education and credentials of Pre-K staff.

Interventions for young children and their families in the District are not only focused on children's cognitive development or education. In addition, services are available to support their health and social development, along with services and supports to meet the needs of the family. For example, the D.C. Department of Health offers a wide variety of supports to young children and their families, including home visiting services, developmental screens, and infant hearing screenings.

For this report, we gathered information regarding data collection for services housed across 10 District agencies that work to support young children and their families (see Table 1). For a list of the individual programs operated by these agencies, see Appendix A.

Table 1. The District of Columbia's Agencies Serving Young Children and Families and their Mission Statements

Child and Family Services Agency (CFSA)	To ensure the safety, permanence (permanency planning through finalization of adoption or guardianship), and well-being of abused and neglected children and to strengthen troubled families in D.C.
D.C. Public Charter School Board (DCPCSB)	The Board's mission is to provide quality public school options for students, families, and communities through: a comprehensive application review process; effective oversight; meaningful support; and active engagement of its stakeholders. The Board's vision is to lead the transformation of public education in D.C., and serve as a national role model for charter school authorizing and accountability.
D.C. Public Library	The District of Columbia Public Library is a vibrant center of activity for residents and visitors in the nation's capital. The library provides environments that invite reading, learning and community discussion and equips people to learn throughout their lives, to embrace diversity and to build a thriving city.

D.C. Public Schools (DCPS)	The mission of the D.C. Public Schools is to educate all children in the District of Columbia and provide the knowledge and skills that children need to be successful in college and career.
Department of Health (DOH)	The mission of the Department of Health is to promote healthy lifestyles, prevent illness, protect the public from threats to their health, and provide equal access to quality healthcare services for all in the District of Columbia.
Department of Health Care Finance (DHCF)	Improve health outcomes by providing access to comprehensive, cost-effective and quality health care services for residents of the District of Columbia.
Department of Human Services (DHS)	The mission of the Department of Human Services, in collaboration with the community, is to assist low-income individuals and families to maximize their potential for economic security and self-sufficiency.
Department of Mental Health (DCMH)	The mission of the Department of Mental Health is to support prevention, resiliency and recovery for District residents in need of public mental health services.
Department of Parks and Recreation (DPR)	The mission of the Department of Parks and Recreation is to enhance the quality of life and wellness of D.C. residents and visitors by providing equal access to affordable and quality recreational services, by organizing programs, activities and events, and by building and maintaining safe and beautiful open spaces and recreational amenities.
Office of the State Superintendent of Education (OSSE)	The Office of the State Superintendent of Education sets high expectations, provides resources and support, and exercises accountability to ensure that all residents receive an excellent education.

District of Columbia's *Early Success Framework*

In addition to the numerous individual programs supporting the needs of young children and their families across the District, Mayor Vincent Gray released a cross-agency framework for measuring the success of the District's early childhood education and development programs. This *Early Success Framework*, a part of the Raise D.C. "cradle to career" initiative and released in April 2012, focuses on outcomes for children ages birth through age eight, outlining supportive services necessary for the positive development of residents over their lifespan. The *Framework* includes four overarching goals: 1) all young children in the District develop in comprehensive and enriching environments; 2) families are linked to opportunities and resources that strengthen their role as parents; 3) professionals working with young children have the knowledge, skills, and supports to work effectively with and on behalf of children and families; and 4) communities are safe places where resources are available to help children and families thrive (Executive Office of the Mayor, 2012). To achieve the four overarching goals, the *Early Success Framework* specifies eight outcomes for children, families, professionals, and communities organized by three categories: 1) early learning and development; 2) engagement and support; and 3) social, emotional, mental and physical health

and development (see Table 2).

Table 2. Outcomes for the *Early Success Framework* by Four Comprehensive Service Target Areas

Outcome Categories	Children	Families	Professionals	Communities
1. Early Learning and Development	At least 50 percent of early childhood and development programs will meet the highest quality standards. , (OSSE, DCPS, DCPCS) At least 75 percent of low-income children will be served by early childhood and development programs meeting high quality standards. (OSSE, DCPS, DCPCS, DOH)		100% of Pre-K classroom teachers will have a BA and 100% of Pre-K Assistant Teachers will have an AA degree. (OSSE, DCPS, PCS, CBOs, UDC)	
2. Engagement and Support	Expand the eligibility criteria for early intervention services to 50% delay in one or more developmental domain(s) or 25% delay in two or more developmental domains to identify and serve greater numbers of infants and toddlers who are at risk of, or diagnosed with, developmental delays or disabilities. (OSSE, DCPS, CBOs, DHCF, DMH)	At least 90 percent of families with young children have access to a medical home (i.e., primary care provider). (DOH & DHCF)		100% of families can access information about high quality early childhood and development settings for their children through materials and tools provided by the Childcare Resource and Referral Agency. (OSSE, DCPS, DCPCS)
3. Social, Emotional, Mental, and Physical Health and Development	At least 90 percent of children will receive vision and hearing screenings in a timely manner. (DOH, DHCF, DCPS, PCS, CBOs)	At least 75 percent of expectant women receive timely prenatal care. (DOH, DMHHS)		

Tracking the outcomes for the *Early Success Framework* will require coordinating between involved agencies. First, agencies or service providers will need to document

information and data on outcomes in a standard, uniform way. Second, there will need to be a mechanism to link data about children, families, early care and education programs, and practitioners across the involved agencies or service providers in the District. For example, to track the number of low-income children receiving services in a program that meets high quality standards, demographic and enrollment data gathered by the individual programs will need to be linked to the quality ratings of the early care and education programs, information potentially gathered by a different agency or using a different data collection method. Similarly, to identify the number of children who have received vision and hearing screenings, a process for sharing data about the children who have and have not received screening across the many different screening programs is needed.

Coordinated State Early Care and Educations Data Systems

Other states also struggle to collect and connect sufficient information on early childhood programs and services. While all states provide a variety of early care and education services, most state early care and education data systems are not able to answer basic questions about the collective effectiveness of the early childhood initiatives aimed at serving young children, early education programs, or the qualifications of early childhood professionals (Early Childhood Data Collaborative, 2010). As described above, without such information, service delivery can suffer, programs may not be operating at maximum efficiency, and parents, practitioners and policymakers may lack the necessary information to make the best, most effective services available to the broadest group of children.

In 2010, the Early Childhood Data Collaborative (ECDC) assessed 48 states and the District of Columbia's capability to answer six key policy questions (Table 3) which were developed as part of a national convening of early childhood experts. The survey specifically identified which states had implemented the 10 fundamentals of a coordinated data system necessary to address the aforementioned policy questions.

Table 3. Six Policy Questions Early Care and Education Data Systems Should be able to Answer	
1	Are children, birth to age 5, on track to succeed when they enter school and beyond?
2	Which children have access to high-quality early care and education programs?
3	Is the quality of programs improving?
4	What are the characteristics of effective programs?
5	How prepared is the early care and education workforce to provide effective education and care for all children?
6	What policies and investments lead to a skilled and stable early care and education workforce?

The survey found that while many states were collecting information on children, early care and education programs, and the early childhood workforce, much of this information was uncoordinated and housed across multiple data systems, preventing most states from obtaining an unduplicated and comprehensive picture of the populations served and the quality of services received. The survey also revealed significant data collection gaps related to children's development and workforce characteristics, where the information was not being collected. Only one state (Pennsylvania) had the ability to link child-level and program-level data. Not surprisingly, most states lacked any type of data governance structure that would support the type of cross-agency data linkages needed to manage data collection, sharing and use.

Like many other states included in the ECDC survey, the District of Columbia's early childhood data system did not consistently use unique identifiers for all programs to facilitate linkages, it lacked information about the District's early childhood workforce, and there was no governing body designated to manage the development, use, or security of current data sharing practices (Table 4). The District's responses to the survey show that there is much room for growth in coordinating data across programs serving young children and their families.

All eight outcomes in the *Early Success Framework* represent specific benchmarks and indicators for the District's early childhood system and require the coordination of services and data collection efforts. However, as this report will go on to describe, the District currently lacks a coordinated or unified early childhood data collection system.

Table 4. The District of Columbia's Attainment of the 10 Fundamentals Needed to Develop A Coordinated Early Childhood Data System

FUNDAMENTAL			ATTAINED
1. Unique statewide child identifier	Subsidized Child Care		NO
	Early Intervention		YES
	Early Childhood Special Education		YES
	State Pre-K		NO
	State-funded Head Start		NO
2. Child-level demographics and program participation information	Subsidized Child Care		YES
	Early Intervention		YES
	Early Childhood Special Education		YES
	State Pre-K		NO
	State-funded Head Start		NO
3. Child level data on development	Subsidized Child Care		NO
	Early Intervention		YES
	Early Childhood Special Education		YES
	State Pre-K		NO
	State-funded Head Start		NO
4. Ability to link child level data with K-12 and other key data systems	K-12	Subsidized Child Care	PLANNING
		Early Intervention	NO
		Early Childhood Special Education	NO
		State Pre-K	NO
		State-funded Head Start	NO
	Social Services	Subsidized Child Care	NO
		Early Intervention	NO
		Early Childhood Special Education	YES
		State Pre-K	NO
		State-funded Head Start	NO
	Health	Subsidized Child Care	NO
		Early Intervention	NO
		Early Childhood Special Education	NO
		State Pre-K	NO
		State-funded Head Start	NO
5. Unique program site identifier with the ability to link with children and the ECE workforce	Unique site identifier	Subsidized Child Care	YES
		Licensed Child Care	YES
		Early Intervention	NO
		Early Childhood Special Education	NO
		State Pre-K	YES
		State-funded Head Start	NO
	Link program site-level data with child-level data	Subsidized Child Care	NO
		Early Intervention	NO
		Early Childhood Special Education	NO
		State Pre-K	NO
		State-funded Head Start	NO

FUNDAMENTAL			ATTAINED
6. Program site structural and quality information	Structural Standards	Subsidized Child Care	NO
		Licensed Child Care	YES
		Early Intervention	NO
		Early Childhood Special Education	NO
		State Pre-K	NO
		State-funded Head Start	NO
	Quality Standards	Subsidized Child Care	NO
		Licensed Child Care	NO
		Early Intervention	NO
		Early Childhood Special Education	NO
		State Pre-K	NO
		State-funded Head Start	NO
7. Unique ECE workforce identifier with ability to link with program sites and children	Unique identifier for workforce member	Subsidized Child Care	PLANNING
		Licensed Child Care	PLANNING
		Early Intervention	NO
		Early Childhood Special Education	NO
		State Pre-K	PLANNING
		State-funded Head Start	NO
	Link program workforce-level data with child-level and program site-level data	Subsidized Child Care	NO
		Licensed Child Care	NO
		Early Intervention	NO
		Early Childhood Special Education	NO
		State Pre-K	NO
		State-funded Head Start	NO
8. Individual-level data on ECE workforce demographics, education, and professional development information	Education professional development	Subsidized Child Care	YES
		Licensed Child Care	YES
		Early Intervention	NO
		Early Childhood Special Education	NO
		State Pre-K	YES
		State-funded Head Start	NO
	Employment & Demographics	Subsidized Child Care	NO
		Licensed Child Care	NO
		Early Intervention	NO
		Early Childhood Special Education	NO
		State Pre-K	NO
		State-funded Head Start	NO
9. State governance body to manage data collection and use	Governing body		NO
10. Transparent privacy protection and security policies and practices	Policies for protection		NO

Without such a system, the required data will be collected in a piecemeal approach, requiring the time-intensive process of going to each agency to aggregate data. In addition to being a time-consuming approach, such lack of coordination can lead to a high likelihood that the data would be duplicated.

Developing a Unified Data System

In order to address the data needs created by the *Early Success Framework* and answer key policy questions about early childhood programs and supports, the District needs to develop a unified, or integrated, data system. A forthcoming brief funded by the Office of Research, Evaluation, and Planning, describes the benefits and disadvantages of the different types of data systems being used in states (INQUIRE, 2013). Depending on the composition of a state's overall data system, it may have one or multiple types of data systems implemented within and across departments and programs. Regardless of the system type selected, there are pros and cons for each of the four types of systems in terms of data quality, availability, governance, and cross agency workflow.

FIGURE 1. Data System Type by Data Quality, Availability, Workflow, and Governance
Reproduced from INQUIRE Webinar (2013). Data management: Best practices for producing high quality data [PowerPoint slides].

System Type	Data Quality	Data Availability	Cross Agency Workflow	Data Governance
	Highest Lowest	Highest Lowest	Most Efficient Least Efficient	Most Efficient Least Efficient
Comprehensive, integrated data system	↕	↕	↕	↕
Federated, coordinated data system				
Coordinated data systems with linked customized interfaces				
Unlinked databases or point solutions				

Currently, most states' early childhood data systems consist of *unlinked databases* which represent individual program databases created for a specific purpose with the functionality to collect and report data based on the requirements for a single program (Early Childhood Data Collaborative, 2010). This type of system produces the lowest data quality and data availability because it requires gathering information from multiple sources. Those multiple sources may define data elements differently, making it difficult to accurately combine information from the individual sources. An unlinked database system can result in child, family, program, and practitioner data being duplicated in multiple databases and therefore requiring staff to update changes in multiple places for information as simple as an address. Each system also has its own data governance structure, the process for collecting, managing and sharing data, which can make it difficult to collect consistent, high quality data in a timely manner.

Such data systems are described in a policy brief produced by the Center for the Study of Child Care Employment, which reported that 35 states and the District of Columbia maintain two or more cross-state early childhood workforce data systems (Kipnis & Whitebook, 2011). Each data system typically has different methods for assigning unique identification numbers; collecting similar workforce information (i.e. contact information, education, training, etc.); and has different processes for sharing or reporting information about their workforce participants. Currently there are five agencies that collect workforce data on preschool staff in the District (ex. OSSE, DCPS, PCS, CBOs, UDC). To produce data showing the achievement of the *Early Success Framework's* goal for 100% of preschool teachers to have a bachelor's degree and 100% of assistant preschool teachers to have an AA, a single system to track the education level and type of employment across public, charter, and provide child care programs would be necessary.

Coordinated data systems with linked customized interfaces have the ability to link data between single databases; however, this process is done on a case-by-case basis and is limited only to programs that have the required interface. Often these systems support the aggregation of data for reporting but do not provide real-time updates. The benefit of this type of data system is that there is the ability to link data even if there is an additional process of data cleaning and checking against data systems. However, these systems still lack data quality standards and are maintained using separate governance structures. These governance structures approach decision-making based on the data needs of the individual programs rather than joint data linking needs and potential.

A *federated or shared data system* is one where data elements are extracted from multiple databases and linked using a master identification number to connect data across agency databases. This type of system allows for cross-agency data to be shared on a regular

basis. A federated system has a higher level of data quality because individual databases must meet specific data standards to be included in this type of data system. There is also a cross-agency governance structure to develop procedures for how the data is collected, stored, protected, and used as part of the process.

Comprehensive integrated data systems provide the highest data quality and availability, as well as the most efficient flow of information across agencies. In a comprehensive integrated system, all information is integrated. This integration eliminates the process of duplicating information in multiple data systems as applicable data is updated in all appropriate sources immediately. While a comprehensive integrated data system provides the highest quality and greatest efficiency to connect data across programs, developing this type of system requires a significant initial investment, as well as potential changes to a program's current data standards and procedures. Over time, the benefits of increased quality and efficiency can lead to timely higher quality information for policymakers to inform decision-making about early childhood policies and reduce the cost of multiple data systems and workload of duplication data entry. As the District plans for an integrated data system, it is important to have a clear picture of the District's current data collection, challenges, and planning efforts.

Examining Data Systems in the District

This report was produced to inform the District of Columbia State Early Childhood Development Coordinating Council's (SECDCC) work by developing recommendations for a unified data collection system for public early childhood education and development services across the District. Information from interviews with agency staff are the basis for identify current data collection systems used to document and track services for children ages birth to eight, existing data sharing across agencies, efforts to upgrade systems, and challenges faced by agencies.

Using the *Early Success Framework* and eight key outcomes an example, this report will provide information on the importance of having a data governance structure in place to support the development, implementation, and oversight of an integrated data system. Finally, this report will provide recommendations for next steps for the SECDCC and potential roles that the Council could play in order to support the implementation of a coordinated early care and education data system.

Methodology

Child Trends worked with the SECDCC to identify government agencies and staff to interview for this report. Due to limited resources, only District of Columbia agencies and programs with a specific focus on serving young children birth to eight years of age and their

families were targeted. Between February and April 2013, 17 semi-structured phone interviews were conducted with 23 agency staff members (see Appendix B for the complete list). The interviews lasted for an hour on average and included questions about the programs' current databases, data collection, report, and processes for sharing or linking data. Interviewees were asked about any barriers they encountered related to data collection and about any current plans to update their current data collection processes (see Appendix C for interview questions). For the purposes of analysis and summary, interview responses were organized by the following fourteen agencies and programs: *Child and Family Services Agency, DC Child Care Connections, Department of Health, Department of Health Care Finance, Department of Human Services, Department of Mental Health, District of Columbia Public Library, District of Columbia Public Charter Schools, District of Columbia Public Schools, Early Stages (IDEA Part B, 619), Head Start, Office of the State Superintendent of Education, Department of Parks and Recreation, and Strong Start (IDEA, Part C).*

After the completion of the phone interview, respondents were asked to review a summary of their answers from the initial interview and asked two additional questions regarding procedures to manage their system's data quality and accessibility. Based on the information gathered during the initial interview and follow-up questions, we have provided a summary of the current capacity of programs to share data, barriers identified, and planning efforts intended to move agencies forward in integrating current program databases that could be leveraged and/or should be considered during planning for a unified early childhood data system.

It is important to note that the information included in this report represents the ideas, concerns, and understanding of the interviewees themselves, and may not be representative of the entire agency or program. There may also be additional programs with data systems documenting information about children, families, programs, and professionals in the District which were not identified in this report.

Summary of Interviews

Each District agency or program was asked to identify how it was documenting information about its services. The responses regarding types and names of data collection systems used to enter data about program services, clients, and outcomes are summarized in Table 5. This list of data collection methods and databases reflects only those methods identified by the interviewees and may therefore not include all data collection systems across the District. However, this initial list does show several key themes, detailed below.

Diversity of Databases in the District

One theme identified through an analysis of the interview responses is that, even within departments, there are multiple data collection and reporting processes being managed. During the interviews, nearly 30 databases were reported (see Table 5). Interviewees noted the lack of a single, formal, uniform database system to document all information, often indicating that some information was captured manually using paper or excel documents. For example, the Child and Family Services Agency (CFSA) uses FACES to document information about clients, reasons for coming into care, permanency goals, case plans, exit dates, contacts with family members/therapists, and other notes. However, FACES is not used to document and share information about developmental screenings; currently, Excel and Google documents are used to organize that information. CFSA is in the process of updating FACES to allow for the inclusion of developmental screening information in case plans.

Similarly, in the Department of Mental Health, both the Healthy Futures program and Parent Infants Early Childhood (PIECES) program did not have electronic databases for tracking program information. For PIECES, the number of new cases a therapist receives each month, treatment plans, visits, referrals, and discharge information are all tracked in Excel. Healthy Futures, a mental consultation program that works with child development centers in the District, manually tracks the Arnett Caregiver Interaction Scale, Devereux Early Childhood Assessment (DECA), and a goal achievement survey given to center directors. Both programs are in the process of developing a customized database to assist with tracking and sharing data with other agencies, such as the number of referrals received from the Child and Family Services Agency.

Although gathering these data in any database is an excellent starting point, using an informal or makeshift system, such as one in an Excel spreadsheet or through Google docs can lead to entry errors. Formal systems can support data quality by flagging incorrect data entries, blocking inconsistent entries, standardizing data entry options, and automating calculations to reduce errors. Also, using multiple data collection systems can create several challenges for reporting and data sharing with other agencies or programs in timely manner.

Table 5. Data Collection Systems Reported By Interviewed District Agencies and Programs	
Interviewed Agency or Program (# of systems)	**Data Collection Systems for Documenting Services and Program Outcomes**
Child and Family Services Agency (3)	FACES Excel Documents Google Documents
DC Child Care Connections (1)	Child Care Information System
Dept. of Health (5)	DC Home Visiting and Reporting System Immunization Registry KIDS2 AURIS (OZ) Excel Spreadsheets
Dept. of Health Care Finance (1)	Medicaid Management Information Systems/Omincaid (MMIS)
Dept. of Human Services (5)	DC Access System (DCAS-Health Exchange Database) Homeless Management Information System (HMIS) CATCH-TANF Service MAGI Other Internal Databases
Dept. of Mental Health (4)	ANISTAZI COMET Excel Spreadsheets Manual documentation
DC Public Library (1)	Manual Documentation
DC Public Charter Schools (4)	PROACTIVE Power Schools Epicenter Manual Documentation
DC Public Schools (6)	Child Plus SPIDEY PIA PeopleSoft Special Education Data System STARS
Early Stages (1)	Special Education Data System
Head Start (1)	Child Plus
Office of the State Superintendent of Education (4)	State Longitudinal Data System Subsidy Management-Early Childhood Information Management System (EIMS) Child Care Licensing Database (ACCELA) Professional Development Registry
Dept. of Parks and Recreation (2)	ASAP Program Assistant System
Strong Start (1)	Special Education Data System

**Table reflects data systems identified by the interviewees and may therefore not include all data collection systems across the District.*

Data Sharing Across District Agencies and Programs

District programs have developed multiple processes for documenting, reporting, and sharing data that range from rudimentary to sophisticated. There was no consist or comprehensive process for sharing or reporting data across the programs interviewed; however, there was a strong desire to work more with agencies on ways to better share data. Below are some examples of the data sharing processes that have been implemented in the District as well as some challenges. See Table 6 for a summary of data sharing across agencies reported during the interviews.

The Office of the State Superintendent of Education (OSSE) was identified as sharing data with the greatest number of agencies and programs. In these instances, OSSE either maintained databases that directly fed data into other programs or uploaded data from programs. For example, DC Child Care Connections, which provides free child care referrals to families in the District and training to child care providers, uses the Child Care Information System which is regularly updated by OSSE's child care licensing database (ACCELA). OSSE also regularly receives data feeds of attendance and enrollment data from the public and charter schools. Head Start (HS), which includes six grantees providing HS services, was the only program that did not report directly sharing data with other programs. However, HS does share aggregate data through their HS Needs Assessment and annual Performance Information Report that are both available publicly.

The Department of Health Care Finance has made great steps towards creating and planning to create data sharing agreements with other agencies. It is also in the process of developing sharing agreements with D.C. Public Schools (DCPS) and the Department of Health to obtain school enrollment, claims data, universal health certificate and health assessments. The goal is to use these data to target children who have not received health services that they could be accessing.

Other agencies have created data sharing systems to ease the process. For example, the Department of Mental Health (DMH) receives an upload from DCPS's STARs program (a demographic registry of all children in the District) to connect class roster information with the Primary Project data, a program that provides early intervention services to children with mild school adjustment from preschool to third grade. Although this provides a good example of data sharing, challenges continue to exist. Class information for children served in the charter schools must be collected by each individual charter school separately, as the charter school system does not have an interface that syncs with the DMH's COMET database.

DC Public Charter Schools also share some information, such as attendance, enrollment, and discipline, with OSSE; however, it is limited to information from one of their databases

(PROACTIVE). Although PROACTIVE does gather certain information, each charter school uses a different data system for tracking goals specific to the school's mission and corresponding pre and post progress measures collected for each student. Therefore, it is a time-intensive process to gather data from all the charter schools and there are not standard measures to assess school readiness.

Data sharing is not limited to sharing among agencies. Much of the data received are from non-profit organizations or non-public organizations, such as child development centers and private health organizations. This creates a problem when these different groups provide similar services but collect different data on clients served. Thus, a more systematic approach would be a more efficient and accurate way to gather information.

Table 6. Data Sharing Across Interviewed Agencies/Programs

Connecting Agency or Program	Interviewed Agency/Program: DC Child Care Connections	Child & Family Services Agency	DC Public Charter Schools	DC Public Library	DC Public Schools	Dept. of Health Care Finance	Dept. of Human Services	Dept. of Mental Health	Dept. of Health	Early Stages	Head Start	Office of the State Sup. of Ed.	Dept. of Parks and Rec.	Strong Start
DC Child Care Connections												X		
Child & Family Services Agency						X							X	
DC Public Charter Schools		X					X					X		
DC Public Library														
DC Public Schools		X					X	X				X		
Dept. of Health Care Finance														
Dept. of Human Services		X												
Dept. of Mental Health						X								
Dept. of Health														
Early Stages		X			X							X		X
Head Start														
Office of the State Sup. of Ed.	X	X	X		X		X		X	X				
Dept. of Parks and Rec.														
Strong Start		X												
Childcare providers	X								X			X		
Managed care agencies						X								X
Non-profits / community		X	X	X		X			X			X	X	
Other government agencies			X		X	X	X		X			X		
No sharing reported											X			

**Table reflects data sharing identified by the interviewees and may therefore not include all data sharing occurring across the District.*

Key

Childcare providers – including child development centers, external providers, and the Resource and Referral database

Non-profits/community – including community service agencies, National Institute for Early Education Research, and research institutions

Other government agencies – including the Deputy Mayor, DC Council, Economic Security Administration, Office of Data Accountability, and Health and Human Service agencies

Current Efforts to Upgrade Data Systems

Eleven of the fourteen agencies and programs reported that they are currently working on making changes to their current data systems, including implementing new custom databases, enhancing their current system, or changing what data is collected.

Six agencies are attempting to make enhancements to their databases, such as including new variables or taking steps to improve data quality. The Department of Mental Health, which has staff who can rotate among 53 different locations, has been developing a web-based database system that would allow staff to enter data regardless of where the staff is located on any particular day. The Child and Family Services Agency has been making changes to include new data fields in its FACES database. Similarly, Early Stages has been conducting meetings with its evaluation team to ensure data quality. The Department of Health Care Finance and the Department of Human Services have both been working to address gaps and alignment within their systems.

Four agencies identified plans to focus on changes to promote data sharing, such as the Child and Family Services Agency, which has been developing a data exchange with OSSE. Another example is from the Department of Health, which has been attempting to create a centralized health exchange to reduce duplication and improve services across multiple social service programs.

Two programs reported that they are focusing on making changes to their assessments. The DC Public Charter Schools has been examining how to assess target/grade level performance by creating common achievement benchmarks across charter schools. Head Start has also been changing its needs assessment to be more comprehensive.

Almost all of the agencies and programs interviewed reported plans to implement some type of change to their data collection process or reporting. This demonstrates that there is a lot of work on upgrading data systems already occurring. Although this is a positive sign, there did not appear to be coordination of needs or inclusion of multiple stakeholders outside of the agency or program as part of developing or implementing these changes.

Challenges to Data Collection and Sharing

Of the fourteen agencies and programs, ten identified challenges they faced with data collection, reporting, or sharing. The challenges discussed during the interviews were diverse; however, five major themes emerged.

1. **Current Data Systems Do Not Facilitate Data Sharing**.

Agencies reported that their current data systems were not equipped to interface with

the other programs that they wanted to give data to or receive data from. Three of the agencies described their data systems as not syncing, either within their agency or across agencies, as a challenge. One agency further described this lack of connection as a challenge to maintaining continuity of services. Another agency stated that this barrier could be reduced if the agency had only one main system for data collection. Currently programs are investigating the development of a more centralized data collection system or upgrading their individual databases.

2. Challenge Managing Multiple Data Sharing Agreements.

Four agencies reported that development and maintenance of data sharing agreements has been a challenge. One agency further specified that the development of multiple Memorandums of Understanding (MOUs) by program instead of at an agency or department level has been difficult to manage and keep up-to-date. While having these agreements help clarify and identify what data will be shared and in some instances how it will be collected, it does not reduce the time to collect and aggregate the data needed. Another agency expressed concern that even with data sharing agreements; the lack of a universal unique identification number for children poses barriers to linking shared data across programs.

3. Lack of Common Data Elements and Standards.

The issue of inconsistent definitions for data elements was addressed by several agencies. Specifically, there were challenges in collecting data across the public school and charter school systems. For example, if one program defines the term "truancy" differently than another program, the data shared may not be accurate across the District. A process is needed for first identifying data elements needed across programs and then a matrix of current definitions and documentation can follow to assist in the development of common definitions.

4. Lack of Data About Other Family Needs and Services Received.

Often programs feel that when they begin to provide services for a child or family that they have a "blank slate," with no context for the services that may have already been offered or are currently being accessed. Two agencies stated that they required more data about children and families beyond the data they currently receive from other agencies or programs. For example, these programs may want additional information about what services a child has already received or where/when those services were administered. One agency identified a desire to have follow-up from other agencies after initially sharing information, to see if any referred services were received. Another agency reported a desire to know which agencies are reporting specific types of information and to whom. To get a complete picture of a child or family's needs and services, linkages across agencies and historical information describing the progression of the family over time is need.

5. Concerns Regarding Ensuring Privacy and Confidentiality.

Even among the agencies that reported sharing data within or outside of their programs, there were ongoing concerns about whether they were implementing the best procedures or processes to ensure the privacy and confidentiality of their data. Four agencies stressed the importance maintaining privacy and confidentiality, particularly in adhering to FERPA and HIPPA requirements. This concern arises especially when communicating with outside professionals, such as health care providers. One provider explicitly noted that it would like to have assistance developing data sharing agreements that address privacy requirements. Those interviewed desired, at a minimum, to understand how their procedures compared to other agencies.

The above challenges, identified through the interview process, can be addressed through the development of an integrated data system. However, in order to build the type of system necessary for such coordination, a strong data governance structure must be in place. 1The following sections describe the components of such a structure and steps to develop such a structure.

Data Governance Structures to Support Decision-Making

As described earlier in this report, an integrated data system is necessary for providing effective and non-duplicative services to young children and their families and for providing programs and policymakers with the data they need to make educated decisions on program adaptation and funding. The first step in building an integrated data system is to develop a governance process which will guide the development, planning, and implementation of the system. Data governance is a prescribed organizational process and a structure used to establish procedures for the acquisition, storage, integrity, quality, security and use of data (Khatri & Brown, 2010; Laird & Reyna, 2008; & National Forum on Educational Statistics, 2011; Rosenbaum, 2010).

One way to begin the process of establishing a data governance structure is to build off an existing framework, tailoring it to meet the specific needs of the programs and agencies to be included in the unified data system. Although a framework was developed for a single entity, key points can be adapted for the planning and development of a unified early childhood data system which focuses on the governance of information assets and information technology (IT) assets from multiple entities.

Before delving into the framework itself, a few key definitions may be useful. *Information assets* are defined as data collected by an entity that has value to answer a specific policy question or provide valuable information about services, desired outcomes, or goals. For

example, the screening and assessment data collected by various programs across the District is an information asset because it provides valuable information about children's health needs and developmental progress. An *information technology (IT) asset* refers to the actual technology resources that are used to collect and track such data. An example in the District is ChildPlus, the program management software used by Head Start programs to track health, education, and family services data.

Khatri and Brown's (2010) framework includes five interrelated decision-making domains needed to guide decision making for data assets: data principles, data quality, metadata, data access, and data lifecycle. Each of these domains is important to building a successful and effective data governance structure. Each domain identifies the questions that need to be addressed as well the stakeholders that may have a role in the decision making process (see Table 7). It is essential that different users and experts in every area provide input on each domain, making them a part of the final decision making process.

The *data principles domain* addresses the overall purpose of the data that is being collected and how the information will be used. Data principles also establish how data will be communicated, shared, and reused, requiring stakeholders have a clear understanding of the overall purpose of the unified data system and the coordinated data that will be collected. The process begins with identifying what information needs to be collected. For example, the Mayor's *Early Success Framework* identifies eight specific desired outcomes to support early care and education in the District. These outcomes can be translated into specific data assets that will be used to communicate the current status or progress toward each goal. Through the data principles domain, decisions about how information is used and communicated will be defined, as well as the intended audience for any given data asset.

Data quality refers to whether the information being collected satisfies the usage needs outlined in by the data principles. As an example, say that one data principle is that early childhood and development programs meet the highest quality rating standards set by the District. The ability to address that principle is influenced by the quality of the ratings given to programs. To determine if quality standards have been met, ratings must be accurate, up-to-date, complete (no missing values), and administered by a credible source.

Table 7. Framework for Approaching Data Governance Decisions

Table Reproduced from Khatri, *V. & Brown, C. V. (2010.) Designing data governance. Communications of the ACM, 53, 148-152.*

Data Governance Domains	Domain Decisions	Potential Roles or Locus of Accountability
Data Principles Clarifying the role of data as an asset	What are the uses of data for the business? What are the mechanisms for communicating business uses of data on an ongoing basis? What are the desirable behaviors for employing data as assets? How are opportunities for sharing and reuse of data identified? How does the regulatory environment influence the business uses of data?	Data owner/trustee Data custodian Data steward Data producer/supplier Data consumer Enterprise Data Committee/Council
Data Quality Establishing the requirements of intended use of data	What are the standards for data quality with respect to accuracy, timeliness, completeness and credibility? What is the program for establishing and communicating data quality? How will data quality as well as the associated program be evaluated?	Data owner Subject matter expert Data quality manager Data quality analyst
Metadata Establishing the semantics or "content" of data so that it is interpretable by the users	What is the program for documenting the semantics of data? How will data be consistently defined and modeled so that it is interpretable? What is the plan to keep different types of metadata up-to-date?	Enterprise data architect Enterprise data modeler Data modeling engineer Data architect Enterprise Architecture Committee
Data Access Specifying access requirements of data	What is the business value of data? How will risk assessment be conducted on an ongoing basis? How will assessment results be integrated with the overall compliance monitoring efforts? What are data access standards and procedures? What is the program for periodic monitoring and audit for compliance How is security awareness and education disseminated? What is the program for backup and recovery?	Data owner Data beneficiary Chief information security officer Data security officer Technical security analyst Enterprise Architecture Development Committee
Data Lifecycle Determining the definition, production, retention and retirement of data	How is data inventoried? What is the program for data definition, production, retention, and retirement for different types of data? How do the compliance issues related to legislation affect data retention and archiving?	Enterprise data architect Information chain manager

Additionally, the data quality domain of the data governance structure helps to develop consistent data standards to ensure data quality across data systems. The Quality Initiatives and Research and Evaluation Consortium (INQUIRE), a research group funded by a grant through the Office of Planning, Research and Evaluation (OPRE), recommends these four actions to support quality during the data collection process for state QRIS systems (INQUIRE, 2013):

- Automate calculations whenever possible to reduce error
- Minimize overwriting of historical data that may be needed at a later date
- Use data quality control checks: double entry or creating conditions for field values
- Input data at the rawest level whenever possible

The third decision domain is the *metadata domain,* which requires the creation of a common language that will be used to describe and interpret data. A data dictionary is a type of metadata that provides a detailed description of a dataset or individual data elements. For example, a data dictionary provides the definition for a terms, such as "income," defining whether or not "income" reflects gross or net income. The dictionary also describes whether income reflected the entire household's income or only that of an individual. Having detailed information about the meaning of a term such as "income" will impact how that information can be used or shared. If the data is being used to determine eligibility for child care services, then the type of income and how it is calculated impacts eligibility.

Lack of common data standards was noted as a challenge for programs and is a significant barrier when trying to combine data across databases. Through a data governance system, such barriers could be greatly reduced. There are resources available to help the agencies or programs creating such a dictionary. The Common Education Data Standards (CEDS) is a project focused on developing a set of suggested data standards for states to use when collecting and using education data (CEDS, 2013). These standards cover data elements from early learning to workforce and were developed through a collaboration of education stakeholders input. Each data element includes the specific information about how a data element should be defined and formatted. To review the list of common data standards go to the CEDS website at https://ceds.ed.gov/. Although a useful tool, CEDS is voluntary and not required for states or the District.

The *data access domain* refers to decisions about how the security and integrity of the data will be protected and communicated. Unique identification numbers are often used to protect the privacy of client information and to prevent data from being linked to individuals. However, depending on the intended use of the data and need to link information across systems, programs may be able to use certain personal information to link data. Governance decisions about data access determine who is authorized access the data and who has the

authority to grant permission for the data to be used. For example, Massachusetts developed Interagency Service Agreements between the Department of Elementary and Secondary Education, Department of Revenue, Department of Public Health, Department of Children and Families, Department of Transitional Assistance, and Department of Housing and Community Development (Commonwealth of Massachusetts Department of Early Education and Care, 2011). In addition to the Agreements, the state also has a consent form for parents to sign before a child's information can be used in the state data system. This allows parents to consent to the use of personal information and gives them information on how the data will be used.

The last decision domain is related to the *data lifecycle*. Decisions about the data lifecycle refer to how the data will be stored and destroyed overtime. Explicit procedures are needed to manage the costs, security, and usage of information related to retaining data. There also may be specific guidelines governing data that require certain information be destroyed after several years. Based on the overall use and need for the data, the governing body can provide guidance on how long data should be retained and what data should be saved.

Each of these data governance domains are important to consider to ensure that the most useful data is collected for the agreed upon purpose, the understanding of data terminology is uniform across programs, the data is accessible to the appropriate parties, and that the data is adequately protected and disposed of when no longer needed.

Steps to Establishing a Data Governance Structure

The framework described above provides detailed information about the functions of a data governance structure, including critical questions and considerations about data usage, control, content, and access. However, for states or organizations to build such a robust structure from the ground up, certain steps should be undertaken. First, states should seek support from executive leadership. Second, states need to develop a data policy committee. Third, states must identify data steward and managers as part of the process (IES Nation Center for Educational Statistics, 2012, & Data Quality Campaign, 2008; National forum on Education Statistics, 2011,). The following section describes each of these steps in greater detail and provides some examples of how states are currently working to establish data governance structures.

First, support from executive leadership is necessary in establishing a data governance structure. To gain buy-in from executive leadership, leaders must understand the need for and benefits of a unified early care and education data collection system. They must also be made aware of the state's current data collection efforts, initiatives, and policies. Data integration can provide multiple benefits which would be appealing to executive leadership. As outlined in the

previous data governance framework section, there are clear benefits to support increased data quality and data security by establishing consistent policies for data collection, storage, and use. The integration of data systems can produce cost savings by reducing duplication of data entry by multiple agencies through effective data sharing. Based on the guiding data principles for any given data systems, the information gathered could help leadership and policymakers to understand the outcomes of services and initiatives overtime to inform decisions related to resource allocations and policy decisions. In the District, one technique for engaging leadership may be highlighting how a unified data system will support the outcomes outlined in the Mayor's *Early Success Framework.* Once invested in the process, executive leaders can clarify authority and responsibility within the data governance structure and keep the process moving forward. They also have the power to implement recommendations based on the data principles developed.

While it is important to engage executive leadership early in the process of developing a data governance structures, states have used multiple processes for gaining such support and involvement. The authority for a data governance structure can come in different forms. In Colorado and Oregon, legislation was passed that facilitated the development of a data governance body (Demma, 2010; Hargunani, 2003). In 2008**,** Colorado passed legislation that mandated an interdepartmental data protocol for the collection, storage, and release of data. An Interdepartmental Data Protocol Council was formed to ensure that data integrity and compliance with HIPPA and FERPA were addressed as well as respond to unique issues that came up when integrating their system. Oregon's 2011 Senate Bill 909 specified that the Early Learning Council would be responsible for collecting and evaluating data related to early childhood services to ensure that stated goals were being achieved.

Maryland and Pennsylvania restructured their early learning departments to expand authority to support the integrations of data sharing (Stedron, 2010; Stedron, 2010). In Pennsylvania, Governor Rendell created the Office of Child Development and Early Learning as a joint office under both the Department of Education and Public Welfare to support his efforts to create a statewide system to track and evaluate program results. This shared office was then tasked with transforming Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) to collect data across departments. In 2005, Maryland changed the administration of all of its early childhood programs to the state department of education's division of early childhood development to streamline data collection and analysis to inform policy making. As these examples show, states have used of executive endorsement or legislative actions to establish authority for their data systems. The authority may reside in a new council, existing department, or a newly formed office.

The second and third steps, to develop a data policy committee and identify data

steward and managers, go hand-in-hand. Once executive support has been gained and there is a clear idea of the governing body's the scope of work and authority, these concrete steps lead to the establishment of planning committees and engaging stakeholders. Data stewards are the staff responsible for the management, reporting, storage, safeguarding, and use of data (Rosenbaum, 2010). The data governance committee may begin as a single decision-making group with executive leadership to shape the direction and purpose of a planned data system. Then, the appropriate data stewards need to be included to address specific issues related to data collection, data integration, data quality, or data use. It is important that the members of the data governance committee and working groups are organized based on the expertise and authority to support appropriate decision-making and input from relevant stakeholders at each level.

In Maryland, the Maryland Department of Education (MDE) provides governance for all early care and education programs in the state including Head Start, public prekindergarten and child care. The MDE receives input from a policy advisory council on needed system improvements which are vetted by their Department of Information Technology for any changes or enhancements to the data systems (Stedron, 2010). Pennsylvania has a multi-layered governance structure that specifies different stakeholders depending on the purpose and decision-making responsibilities of each committee (PELICAN, 2012) (see table X)

Table 8. Pennsylvania Governance Structure

Governance Body	Responsibilities
Steering Committee	Responsible for cross-agency executive decision-making, coordination and strategic planning.
Project Team	Facilitate project level planning for completion of project activities and initiatives in alignment with Steering Committee's direction. Focus on integration and coordination across systems and assessment of action items and potential risks/issues.
Change Control Board	Prioritizes database enhancement requests for future upgrades.
Sub-Committee	Facilitate project level planning for completion of project activities and initiatives in alignment with Steering Committee's direction. Focus is on a specific program area only.

Regardless of the type of data governance structure that is in place, it is important that each department, committee, or participant understand the purpose, roles, and responsibility of the group. This will help executive staff determine what staff has the appropriate expertise and expertise to contribute effective to the goals of the group. If the mission and purpose the committee is too broad or undefined, the group may not have the authority or reach to achieve its goals.

Action Steps for the SECDCC

The District of Columbia has developed an array of early childhood services to improve educational and health outcomes of young children. However, there needs to be an overarching vision for what and how these programs individually and collectively achieve intended policy outcomes.

Developing a unified early care and education data collection system is much more than accessing the technology needed to link and analyze data about children, programs, and practitioners. There must be a clear purpose and goal for linkages that support the continuous improvement of programs and benefits to families. Policymakers who have access to better quality data will be able to allocate resources to efforts that will produce the greatest gains. Although creating an integrated system will require significant investment, the transformation from many separate and unconnected systems to a single unified system can lead to significant gains in service provision and program effectiveness.

The SEDCCC is in a unique position to support or lead the development of a unified data system in the District. The Council members represent all of the key programs that serve children in the District and have already been working collectively to assess the current services and needs in the District. Below are three key recommendations for the SECDCC to move forward with a unified early care and education data collection system in the District. These recommendations highlight the need for a governance structure to address the barriers reported by programs and the importance of working collaboratively with other data systems building efforts rather than starting a separate process. There are numerous technical assistance and policy organizations available to support states as they develop these systems. We encourage the Council to consult the expertise of these technical assistance groups and other states as part of their planning process.

- **Establish a data governance body.** The SECDCC is in a key position to engage executive leadership regarding the establishment of a data governance body to support the development of a comprehensive early childhood data system. Using the Mayor's *Early Success Framework* as a starting point, the Council can work with other key stakeholders to

identify the desired purpose and goal for a coordinated data system in the District. The data principles outlined at the beginning of the planning process will help focus the scope of the system and facilitate the identification of stakeholders and data collection needs. As part of the data governance structure, the SECDCC can support the development of a data committee to address specific next steps, such as creating unique identifiers or developing common definitions. Below are four recommended goals for the District's data governing body based on Khatri and Brown's (2010) framework for designing a data governance structure and challenges reported by departments and programs.

- Identify overall purpose and data collection goals for an integrated data system,
- Develop data sharing agreements,
- Develop common data definitions and standards, and
- Create consistent privacy and confidentiality policies.

- **Coordinate with existing data integration projects and workgroups.** As the SECDCC plans for a unified early care and education data collection system, it will be essential that the work be conducted in conjunction with other data systems work happening in the District to leverage current effort that are already underway. Through interviews with staff, we identified eleven of fourteen agencies and programs planning to make significant changes to their databases, develop a database, or link data systems to improve data sharing. (*see Current Efforts to Upgrade Data Systems section*). The Council should work collaboratively with other data planning groups and not duplicate these efforts. Collaboration across planning bodies will help to maximize resources.

- **Engage research, policy, and technical assistance organizations for assistance in creating the data collection system.** Significant federal, state, and local investments for data systems development has spurred the growth of valuable resources from numerous national research, policy, and technical assistance groups working to support states' planning, implementation, and use of integrated early childhood data systems. Below are several key organizations that have developed resources, convened state leaders, and currently offer one-on-one technical assistance that can support the SECDCC as it begins to plan an integrated early childhood data system. Leveraging these resources and learning from other states will help the District to maximize its limited resources.
    - *Research Assistance*:
        - The **Quality Initiatives Research and Evaluation Consortium (INQUIRE)**: INQUIRE is a project funded by Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF). It was established to provide guidance to policymakers on evaluation strategies, new research, interpretation of research results, and implication of new

research for practice. The group hosted a webinar series entitled Early Childhood Data: Building a Strong Foundation. (http://www.researchconnections.org/content/childcare/federal/inquire.html)

- *Policy Assistance*:
  - **BUILD Initiative (BUILD)**: BUILD helps each state build a coordinated system of programs, policies and services that responds to the needs of families. (http://www.buildinitiative.org/)
  - **Early Childhood Data Collaborative (ECDC)**: The ECDC provides tools and resources to encourage state policy change and provide a national forum to support the development and use of coordinated state early childhood education data systems. (www.ecedata.org)
  - **Data Quality Campaign (DQC)**: DQC supports all stakeholders - from parents to policymakers - to promote the effective use of high-quality longitudinal data systems in early childhood, K-12, postsecondary, and the workforce. (http://www.dataqualitycampaign.org/)
  - **The National Registry Alliance (TNRA)**: TNRA works to enhance, strengthen, and support the work of state early childhood and school-age registries by providing an interactive forum for networking and information and strategy exchanges. (http://www.registryalliance.org/)
- *Technical Assistance*:
  - **Common Education Data Standards (CEDS)**: CEDS is a national collaborative effort to develop voluntary, common data standards for P-20W (early learning to workforce) systems to support the sharing and reporting of educational data across sectors. (https://ceds.ed.gov/)
  - **Quality Rating and Improvement System (QRIS) Learning Network**: The QRIS Learning Network provides information, learning opportunities and direct technical assistance to states that have a QRIS or that are interested in developing one. (http://www.qrisnetwork.org/)
  - **National Center on Child Care Data and Technology (NCDT)**: NCDT supports Child Care Development Fund grantees to help build or enhance their capacity to improve the quality of administrative data. (http://www.acf.hhs.gov/programs/occ/resource/ncdt)
  - **Privacy Technical Assistance Center (PTAC)**: PTAC can provide assistance through resources, training, and facilitated discussions in the areas of privacy, governance, security, data disclosure avoidance techniques. (http://ptac.ed.gov/)

- **State Longitudinal Data Systems**: The State Support Team consists of data experts that can assist states with technical support needed to develop a P-20W (early learning through workforce) state longitudinal data system. (http://nces.ed.gov/programs/slds/index.asp)
- **The Center for IDEA Early Childhood Data Systems (DaySy):** DaSy works with states to support IDEA early intervention and early childhood special education state programs in the development or enhancement of coordinated early childhood longitudinal data systems. (http://dasycenter.org/index.html)

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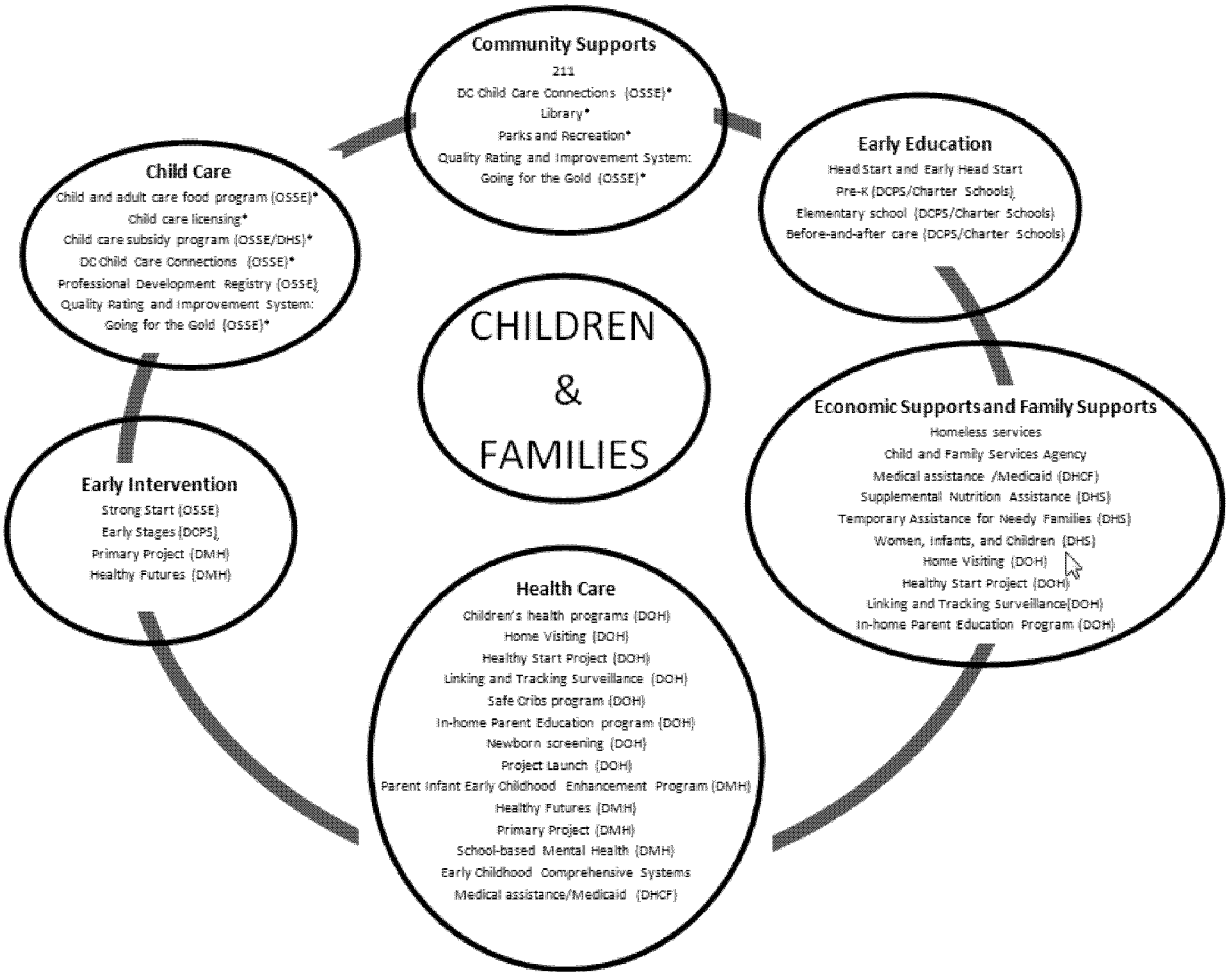
APPENDIX A

Identified programs serving young children and their families, organized by the *Early Success Framework*



APPENDIX B

Interview Contacts

Name	Agency
Amy Templeman	Child and Family Services Agency
Karen Combs	Child and Family Services Agency
Amari Pearson-Fields	Department of Health
Charlissa Quick	Department of Health
Edwina Davis	Department of Health
Karen Watts	Department of Health
Sajeed Popat	Department of Health
Vinetta Freeman	Department of Health
Coleen Sonosky	Department of Health Care Finance
David Berns	Department of Human Services
Sakina Thompson	Department of Human Services
Barbara Parks	Department of Mental Health
Shermain Bowden	Department of Mental Health
Lisa Gordon	DC Child Care Connections
Christophe Beard	Head Start State Collaboration Office/ OSSE
Susie Cambria	Office of the Deputy Mayor for Health and Human
Jerri Johnston-Stewart	Office of the State Superintendent of Education
Kerda DeHaan	Office of the State Superintendent of Education
RaeShawn Crosson-Settles	Office of the State Superintendent of Education
Sharia Shanklin	Parks and Recreation
Erin Kupferberg	DC Public Charter Schools
Micki Freeny	DC Public Library
Danielle Ewen	DC Public Schools
Heather Elliott	DC Public Schools

APPENDIX C

Interview Questions

1) Is there a designated person(s) who manages the collection and use of your data?
   a) If yes, please describe their role and responsibility regarding data development, management, and security.

2) How are you currently documenting information about the program participants, services the agency provides, and the services participants receive?
   a) What type of data does the program collect? How often is data collected? How is the data used?

3) Are your current data collection efforts coordinated with other systems? If so, how?

4) Do you share or connect your data with other agencies or stakeholders?
   a) Prompt: please describe any written processes or protocols you have developed to facilitate data sharing

5) Is this data shared outside of the program?

6) Are records in your data systems matched on an annual basis with data from other data systems in the district?
   a) If yes, please describe the matching process.

7) What questions about the program, services, and recipients are you not able to answer based on your current data collection?

8) What do you see as gaps in the current data collection?

9) How do you use your current database systems to support and/or advance your agency's goals?

10) what barriers, if any, have you faced related to data management and use?

11) Are there any changes you would like to make to improve your current database system(s)? What supports would you need to do so?

APPENDIX D

Profile Updates Sent to Contacts

1. Please list all of the electronic and manual methods used by your agency to document services or to conduct reporting for the following programs: Head Start

2. What data does your agency collect? Please provide a list of data elements or forms used to collect information regarding the following programs: Head Start

3. What information is reported? Please provide a list or send copies of reports your agency generates on a regular basis for the following programs: Head Start

4. Are you sharing any of your data with programs? If yes, please describe what data is being shared and for what purpose.

5. Is there additional data the agency would like to access or collect?

6. Challenges with data collection, reporting, and/or sharing:

7. Current data planning efforts:

8. Do you have procedures in place to ensure data quality? Data quality is defined as the accuracy, timeliness, completeness, and credibility of the data you collect. If yes, please describe.

9. Do you have procedures in place to manage access to your data? Data access refers to the confidentiality and availability of the data you collect. If yes, please describe.

Fight for Children
Joe's Champs

The benefit of strong Early Childhood Education (ECE), of age-appropriate teaching and support for three and four year-olds is well documented by educators, economists, and other social scientists. With federal support for better assessments and program evaluations, communities across the country are focused on the most successful evidence-based approaches to ensure youngsters are socially, emotionally, physically and cognitively 'ready to learn' by kindergarten. The District of Columbia is one of the nation's leaders in providing 'seats' for early learners. Its challenge, however, particularly for children in underserved and low-income neighborhoods is to provide adequate numbers of 'quality seats' that offer the best teaching and care for this age group.

Research and local surveys show that this challenge is characterized by poorly trained teachers, high teacher turn-over, non-receptive or poorly prepared elementary school environments with curricula not aligned to their ECE class-rooms, and elementary school leadership ill-equipped to support or evaluate the work of their ECE teachers. These are the challenges that Joe's Champs is designed to overcome.

Joe's Champs seeks to improve the quality of early childhood education in Washington, DC by providing rigorous early childhood-based professional development for elementary school leaders and by supporting ongoing school-based leaning for teaching staff. Joe's Champs has established the following goals to achieve the program's desired outcomes:

- **School leaders** will be highly effective supervisors and administrators of quality preschool / pre-k programming and apply new knowledge and skills to their supervision and administration of all early childhood teachers;
- **Early childhood teachers** will be effective instructors and valued team members in the elementary school community;
- **Early childhood students** will be well prepared to succeed in kindergarten, score well on their 3rd grade DC CAS and PARCC assessments and will continue to be successful throughout their school career; and
- **Participating schools** will have high quality preschool / pre-k programming implemented by a stable pool of highly qualified teachers that is well integrated into the overall school community.

The Joe's Champs program is in it pilot year and is currently serving seven schools, including one traditional DC Public School and six public charter schools. In the future, the Joe's Champs program will be committed to building on the strong foundation of the pilot year and will continue to serve schools that are mid-range performers based on their DC-CAS scores and/or their Public Charter School Board Performance Management Framework. Specifically,

the Joe's Champs program seeks to work with DC Public Schools that have shown steady growth on their DC-CAS assessments in the last two year and with public charter schools that fall within the Tier Two achievement range for the last two years. Joe's Champs is also committed to supporting Title One schools serving a student population where at least 40% of the students receive free and reduced priced meals. Currently 89% of the students attending the Joe's Champs pilot year schools receive free and reduced priced meals.

Below is a summary of the total number of early childhood lead teachers (total classrooms) impacted by the Joe's Champs program, as well as an inclusive number of the lead teachers and all supporting staff (assistant, associate, resident, and paraprofessionals) who will be impacted by the Joe's Champs program in the pilot year of implementation. Included in the data below are 13 teaching residents that were trained or are currently being trained by the Capital Teaching Residency and Urban Teacher Center programs and whose training fees were under-written by the Joe's Champs program.

Joe's Champs Pilot Year School, 2013					
Ward	**School Name**	**Address**	**# of PS Lead Teachers**	**# of PK Lead Teachers**	**Total ECE Support Teachers***
1	DC Bilingual Public Charter School	1420 Columbia Road, NW, Washington, DC 20009	2	2	4
8	Ingenuity Prep Public Charter School	4542 Livington Road, SE, Washington, DC	1	1	4
5	E.W. Stokes Community Freedom Public Charter School	3700 Oakview Terrace, NE, Washington, DC 20017	5**		10
6	Friendship Public Charter School, Chamberlain	1345 Potomac Ave., SE, Washington, DC 20003	2	3	10
8	Friendship Public Charter School, Southeast Elementary	645 Milwaukee Place, SE, Washington, DC 20032	3	3	12
5	Potomac Lighthouse Public Charter School	4401 8th Street, NE, Washington, DC 20017	2	3	10
4	Powell Elementary School	1350 Upshur St. NW Washington, DC 20011	3	2	5
Total Lead Teachers Classrooms/ Supported			**27**		
Total Early Childhood Staff Supported* **			**82**		

*Include assistant, associate, residents, and paraprofessionals.
**E.W. Stokes uses a mixed-age model to group its 3-5 year old students. Classrooms counted in PK total.
***Includes lead, assistant, associate, and resident teachers and paraprofessionals.

Joe's Champs program has ambitious goals for expansion over the next five years. Fight For Children will continue to recruit schools throughout Washington, DC that fit the program

criteria and anticipates serving an additional six new schools in each of the next four years. Because the Joe's Champs program is a three year commitment, each new cohort of schools that is added to the program will be supported alongside two additional cohorts of schools, each at a different stage in the program.

Fight For Children believes that in order to fully impact and improve the quality of early childhood education in Washington, DC, we need to add 10 Joe's Champs schools in both the 2014 and 2015 program years. This level of school participation will ensure that the maximum number of school leaders, teachers, and three and four year old students are positively impacted by the Joe's Champs program and likewise will ensure that children who attend Joe's Champs schools will go to kindergarten well prepared for success.

FLAMBOYAN FOUNDATION

Flamboyan Foundation's Work in the District of Columbia

Flamboyan Foundation is a private, family foundation committed to improving educational outcomes for children in public and public charter schools. We leverage our financial resources, subject-matter expertise and influence, as we partner with people and organizations to help solve complex problems in both Washington D.C. and Puerto Rico.

This collaborative problem-solving is crucial given the state of schools in the district. On average, only 15% of 8th graders in the district perform on grade level in reading[1] and only 56% of D.C. Public School students graduate from high school in four years.[2]

Our work in the District began when we asked stakeholders what education strategies, proven to drive student achievement, were not adequately addressed. These informal conversations led us to commission a landscape assessment to map key organizations and review the most important outcomes-research in the family engagement and education advocacy fields. As part of the assessment, we conducted focus groups with 150+ parents and key informant interviews with local and national family engagement and advocacy experts. The analysis confirmed family engagement and education advocacy as our areas of focus for D.C.

Family engagement

Flamboyan Foundation aims to transform the way families and educators work together on behalf of students. A robust body of research shows that students do better in school and in life when their parents are engaged in their education. In addition, family engagement is a core element of school improvement. Families support their children's achievement when they:

- Have high expectations, set goals, and continually reinforce the importance of education with their child
- Monitor their child's performance and hold their child accountable
- Support and reinforce their child's learning
- Guide their child's education to ensure their child is on track for college and career
- Advocate for their child to receive an excellent education

In many communities, service providers, funders and policymakers focus on training families to play these roles. However, families can only do this if schools welcome, inform, and engage them. When family engagement is done well, teachers partner with families to co-construct goals and provide information and data so families can monitor and support learning. In order for these academic partnering conversations to take place, *strong, trusting relationship*s must exist between families and educators.

While research suggests these kinds of family engagement matter most for student achievement, schools often lack the knowledge and capacity to effectively engage families. According to the 2005 MetLife Survey of the American Teacher, teachers find family engagement to be their

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biggest challenge, yet few teachers receive training or support in family engagement. Furthermore, schools' family engagement efforts often misguidedly focus on participation in events, fundraising, or parent satisfaction rather than using *family engagement as a core instructional strategy.*

In response to these challenges, Flamboyan invests in partners and strategies that foster purposeful, effective family engagement practices. This includes efforts directed towards:

- *Teachers,* including in-service and pre-service training in family engagement, home visit training and support, and leadership opportunities for teachers who consistently go above and beyond in their family engagement efforts
- *Principals*, including pre-service and in-service professional development to effectively lead family engagement
- *School-wide support*, providing funds and guidance to district & charter schools to help them build trusting relationships between teachers and families, create welcoming school environments and engage families as partners in their students' academic success
- *District-level support,* to influence how districts understand and approach family engagement
- *Influencing the field*, including sharing information and collaborating with the service provider, funder, and policy-making communities to increase investments and build infrastructure for effective family engagement

Education advocacy

Flamboyan Foundation defines education advocacy as mobilizing people and resources to ensure high quality schools so that all students will achieve at high levels. We believe all children deserve high quality teachers and school leaders, that adults should be held accountable for the results of children, and that parents and care-givers have the right to demand quality education for their children.

Unfortunately, there are not enough quality seats for every D.C. student. Although D.C. has many school options —43% of students attend public charter schools and 30% of students attend District of Columbia Public Schools out of their neighborhood boundary – many families feel these options do not equate to real choice. Year after year, the highest-performing schools have long waitlists of students wanting to attend, while lower-performing schools become "default" options for many students. Some of the most chronically under-performing schools continue to stay open. Other struggling schools have tried multiple turnaround strategies but have stagnated in their performance.

With these problems in mind, Flamboyan Foundation is embarking on a new phase of strategic planning for our education advocacy work. We are researching and analyzing the complex landscape of school quality and school improvement in D.C. and will share our landscape assessment and new strategic plan in late spring of 2013.

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[1] Center for Education Statistics. NAEP Trail Urban District Snapshot Report. http://nces.ed.gov/nationsreportcard/pdf/dst2011/2012456XW8.pdf.

[2] DCPS Facts and Statistics: 2011-2012, http://dc.gov/DCPS/About+DCPS/Who+We+Are/Facts+and+Statistics

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2013 – 2014
Family Engagement Partnership

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Family Engagement Partnership Program Overview

The ultimate goal of the family engagement partnership is to help schools and teachers partner with families in ways that accelerate student learning and achievement. This is a multi-year process, during which teachers will implement strategies to achieve two intermediate outcomes:

- Build trusting, mutually respectful relationships with families, and
- Partner with families to share tools and information that help them support their students' learning.

Building Relationships: Program Components

1) The first, and most significant, part of the relationship-building process is teacher-led **home visits**. The model of parent-teacher home visiting that Flamboyan Foundation supports was created by the Parent-Teacher Home Visit Project (PTHVP) in Sacramento, California. Since the program's founding in 1998, PTHVP has spread across the state of California to over a dozen states. Flamboyan Foundation and PTHVP support home visits that are:

- Focused on building relationships between teachers and families.
- Voluntary for teachers and for families.
- Conducted at home (when this is not possible, at any location except for school grounds).
- Scheduled ahead of time with families.
- Not just for struggling students.
- Conducted in pairs.
- Compensated or incentivized for teachers who conduct a home visit outside of contractual hours and who follow reporting procedures.

Flamboyan Foundation supports teachers to conduct one relationship-building home visit for each of their students.

2) Teachers will **leverage what they are learning about families in home visits and through ongoing communication** to increase student engagement, improve differentiation, manage student behavior, and plan curriculum and lessons that draw on the experiences of family and community.

Relationship-Building Measure of Success

- 50% of students' families receive a home visit.

Academic Partnering: Program Components

Once teachers and families establish mutually respectful relationships, schools will provide the information and support that families need to improve educational outcomes.

1) In the first year of implementation, the school will select a small group of high-performing teachers to participate in **Academic Parent-Teacher Teams (APTT).** APTT is a model for parent-teacher communication about student performance and parents' roles in supporting achievement. Started in the Creighton School District of Arizona, where 65% of parents have less than an 8th grade education, APTT was designed in response to parents' feedback that they wanted to be involved in their child's education in meaningful ways that contributed to their child's success. During APTT meetings, teachers work with families to: discuss foundational grade-level skills, review students' progress on these skills, model activities parents can use at home to support mastery, and set an interim goal for each student's progress. Teachers participating in APTT must commit to:

- Conduct three 75-minute group meetings.
- Conduct one at least 15-30 minute individual meeting for each child.
- Replace traditional parent-teacher conferences with APTT. (Teachers who implement the APTT model and have strong parent attendance at each meeting and make-ups do not need to conduct traditional parent-teacher conferences in addition to the three group meetings and one individual meeting.)
- Ensure all families participate in APTT.

APTT meetings have the following components:

- Teachers explain to parents 1-3 foundational skills critical to students' grade-level success.
- Teachers share data on class and individual student progress on each foundational skill.
- Teachers model and provide families with take-home materials for 1-2 learning activities that support mastery of each foundational skill.
- Families practice learning activities at each meeting.
- Teachers facilitate families setting individual goals for student progress and collect this data.
- There is childcare at each meeting.
- If students' families do not speak English, there is interpretation provided at meetings.

2) Teachers that do not participate in APTT will work on **improving their parent-teacher conferences**. With support from their principal and their Flamboyan Foundation coach, teachers will: determine priority outcomes for their conferences, prepare for conferences, do personal outreach to families, and craft thoughtful conference agendas. These conference agendas will include sharing data with families, co-constructing student goals, and sharing learning strategies or next steps for conference participants that will improve student success.

Academic Partnering Measures of Success

- 75% of families attend each APTT meeting (or parent-teacher conference).
- 100% of students whose parents attend APTT meetings make growth on their chosen skill from meeting to meeting.

Ongoing, Positive Communication: Program Components

After the initial home visit and between APTT meetings or parent-teacher conferences, teachers will conduct **ongoing, positive communication with families.** This communication serves two purposes: 1) to sustain and strengthen relationships between teachers and families and 2) provide updates on student learning and progress between formal APTT meetings. Teachers will use what they learned about families in the home visits, as well as their own priorities for family communication, to create a manageable to plan to effectively communicate with families on at least a monthly basis.

Ongoing, Positive Communication Measure of Success

- Teachers conduct monthly, positive communication with families.

Support Structure

Flamboyan Foundation will provide intensive professional development, coaching, and technical assistance to school leadership teams and teachers to ensure that family engagement strategies are implemented effectively and are producing results. We will also support schools in tracking data related to the partnership in order to measure student impact and guide continuous improvement.

Teachers

The program calendar for teacher support details the timeline, goals, and hours for **teacher professional development** and implementation hours related to the partnership. During Year 1 of the partnership, Flamboyan Foundation will deliver the majority of teacher professional development in the beginning of the year, with support from the principal on planning, framing, and participating in each session and evaluating session deliverables. In some cases, principals may co-facilitate these sessions with their Flamboyan coach. The principal and/or teacher leads will be responsible for leading vision-setting sessions, debriefs, and more school-specific professional development, which they will plan with their Flamboyan coach.

School leaders

Principals and school leadership teams will receive support through **biweekly coaching meetings or calls** with their Flamboyan school coach. The broad purpose of these calls is to give school partners a chance to review data, troubleshoot issues or challenges, identify best practices, and plan professional development or specific teacher interventions. The specific goal of these calls will vary depending on the

time of year and school implementation and outcomes data. Principals will also participate in a **Professional Learning Community (PLC)** with other school leaders from the family engagement partnership. The PLC will meet six times over the school year. School leadership teams will also attend **two half-day planning sessions** in the late spring and summer to receive professional development and technical assistance on how to launch and plan for major program components.

School Leader Commitment Measures of Success

- Principals and teacher leads attend 100% of PLC meetings and summer planning sessions.
- Principals and teacher leads participate in 100% of Family Engagement Partnership teacher professional development at their school building.

Data Collection and Evaluation

Family Engagement Partner schools participate in two levels of data collection, both with the goal of being able to ensure this partnership is achieving results. First, teachers track information about if and how they have implemented family engagement strategies in the partnership. This tracking will happen via an online platform which Flamboyan will train teachers to use. Specifically, Flamboyan asks schools to share:

- Student rosters
- Staff assignments/roles
- Teacher home visit implementation
- Teacher APTT implementation
- Evidence of teachers conducting positive, monthly communication with families

Flamboyan will also collect data on potential impacts of the partnership to identify whether there is a correlation between executing family engagement strategies supported in the partnership and student, teacher, and parent outcomes. Flamboyan Foundation will follow all agreed-upon data-sharing procedures with DCPS and/or your CMO, adhere to FERPA protocols, and minimize the burden of data collection. The data will be analyzed by our external evaluator at Johns Hopkins University and will include:

- An end-of-year parent survey
- An end-of-year teacher survey
- An end-of-year principal survey
- School-level outcomes data (i.e., DC CAS, in-seat attendance, etc.), which is collected from DCPS or your CMO
- Student-level data (i.e., DC CAS, in-seat attendance, etc.), which is collected from DCPS or your CMO

In addition to these formal data collection activities, Flamboyan will occasionally informally collect data to inform our continuous improvement. We may ask schools for feedback on challenges or best practices related to family engagement and Flamboyan's support.

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Family Engagement Partnership Program Calendar
For Early Childhood, Elementary Schools, and Education Campuses

Month	Key Partnership Activities for Teachers	Goal: Teachers will:	Type/Lead Facilitator	Est. time	Relevant data/ deliverable
May 2013-June 2013	Partnership launch meeting	Understand why school is taking on this partnership Understand expectations of teachers and staff related to partnership Understand partnership timeline	Whole group PD-Principal	30 minutes	
	Relationship-building training I	Have skills and knowledge to conduct home visits and build a relationship/communication system with families throughout the year Be able to enter relationship-building information into database and use it to find tools	Whole group PD-Flamboyan	3 hours	Exit survey with HV goal
	Conduct home visits	Build relationships with families	Action	1 hour per visit	Enter home visit information in database
July 2013	Conduct home visits	Build relationships with families	Action	1 hour per visit	Enter home visit information in database
August 2013	Relationship-building training II	Use data and observations from home visits to plan beginning-of-the-year communication with/outreach to families	Whole group PD-Flamboyan	1 hour	BOY outreach plan Family communication plan
	Information session on APTT and academic partnering with families	Determine if they want to try APTT Understand expectations related to communicating with families re: academics	Whole group PD-Flamboyan	1.5 hours	# of teachers selected to do APTT
	Conduct home visits	Build relationships with families	Action	1 hour per visit	Enter home visit information in database
September 2013	Attend APTT professional development (participating teachers only)	Identify skills, goals, and activities for APTT meetings Be able to conduct an APTT meeting effectively Develop plan for inviting families to APTT Enter APTT data and get APTT tools from database	Whole group PD-Flamboyan	4.5 hours	Skill, goal, and activity in tracker/database APTT 1 PPT Parent outreach plan
	Attend PTC professional development (participating teachers only)	TWBAT distinguish between an effective and ineffective parent teacher conference TWBAT identify possible data sources to share with parents at PTCs, and next steps and suggestions for how parents can help at home. TWBAT plan actions before, during, and after conferences.	Whole group PD-Flamboyan	1.5 hours	Parent outreach plan Conference agenda
	Prepare for APTT meeting 1 (participating	Create learning activities for APTT	Whole group PD-Principal	2 hours	APTT activities assembled

Month	Key Partnership Activities for Teachers	Goal: Teachers will:	Type/Lead Facilitator	Est. time	Relevant data/ deliverable
	teachers only. May include support staff, such as City Year, office staff, etc.)				
	Conduct home visits	Build relationships with families	Action	1 hour per visit	Enter home visit information in database
	Make one contact with each student's family	Sustain relationships with families and/or demonstrate follow-up on one thing learned in home visit or BOY conversation	Action	5 minutes per contact	Enter communication in database, or alternative evidence of communication
October 2013	Conduct home visits	Build relationships with families	Action	1 hour per visit	Enter home visit information in database
	Conduct APTT 1 meetings (participating teachers only)	Share skills, goals, data, and learning activities with parents Partner with parents to set goals for their children Build parent community/efficacy to support student learning	Action	1.5 hours	Enter APTT attendance information/ parent goals in database
	Conduct Parent Teacher Conferences (for non-APTT teachers)	Share student progress on important skills Determine next steps for parent, teachers (and student?) to support progress	Action	20 minutes per student	
	Attend whole school debrief on FEP	Evaluate success/areas of growth for APTT/PTCs Analyze attendance data to make adjustments to relationship-building and positive outreach strategies	Whole school PD- Principal	1 hour	
November 2013- December 2013	Sustaining Family Engagement training	Identify strategies for outreach to families that are "hard to reach" Understand expectations for following up with families after APTT/PTCs on academic progress Determine focus of individual conferences with each family	Whole school PD- Flamboyan	1 hour	List of strategies teachers are using to follow up with families
	Individual conferences with families (APTT participating teachers only)	Update families on student progress Discuss non-academic issues that families want/need to talk about Re-invest families in goals from APTT or next steps from conference Provide additional support, encouragement to families on supporting learning at home	Action	20 minutes per student	Date of individual conference recorded in database
January 2014	Prepare for APTT meeting 2 (participating teachers only)	Choose new learning activity for meeting #2 Practice APTT presentation to improve meeting delivery Revise parent outreach plan	Whole group PD- Flamboyan or principal	2 hours	Skill, goal, and activity in tracker/database APTT 2 PPT Parent outreach plan

Month	Key Partnership Activities for Teachers	Goal: Teachers will:	Type/Lead Facilitator	Est. time	Relevant data/ deliverable
	Make one contact with each student's family	Sustain relationships with families and/or demonstrate follow-up on one thing learned in home visit or BOY conversation	Action	5 minutes per contact	Enter communication in database or provide alternative evidence of communication
February 2014	Prepare for APTT meeting 2 (participating teachers only. May include support staff, e.g., City Year, office staff, etc.)	Create learning activities for APTT	Whole group PD-Principal	2 hours	APTT activities assembled
	Conduct APTT 2 meetings (participating teachers only)	Share skills, goals, data, and learning activities with parents Partner with parents to set goals for their children Build parent community/efficacy to support student learning	Action	1.5 hours	Enter APTT attendance information/ parent goals in database
	Conduct Parent Teacher Conferences (for non APTT teachers)	Share student progress on important skills Determine next steps for parent, teachers (and student?) to support progress	Action	20 minutes per student	
March 2014	Attend whole school debrief on FEP – ongoing communications professional development	Evaluate success/areas of growth for APTT/PTCs Analyze attendance data to make adjustments to relationship-building/positive outreach strategies to families	Whole school PD-Principal	1 hour	
	Make one contact with each student's family	Sustain relationships with families and/or demonstrate follow-up on one thing learned in home visit or BOY conversation	Action	5 minutes per contact	Enter communication in database or provide alternative evidence of communication
April 2014	Prepare for APTT meeting 3 (participating teachers only)	Practice APTT presentation to improve meeting delivery Revise parent outreach plan Choose new learning activity for meeting #3	Whole group PD-Flamboyan or principal	1.5 hours	Parent outreach plan Skill, goal, and activity in tracker/database
	One communication with each family on APTT goals or academic progress	Update families on student progress Re-invest families in goals from APTT or next steps from conference Provide additional support, encouragement to families on supporting learning at home	Action	10 minutes per student	Enter communication in database or provide alternative evidence of communication
	Prepare for APTT meeting 3 (participating teachers only. May include support staff, such as City Year, office staff, etc.)	Create learning activities for APTT	Whole group PD-Principal	2 hours	APTT activities assembled
May 2014	Conduct APTT 3 meetings	Share skills, goals, data, and learning activities with parents	Action	1.5 hours	Enter APTT attendance

Month	Key Partnership Activities for Teachers	Goal: Teachers will:	Type/Lead Facilitator	Est. time	Relevant data/ deliverable
	(participating teachers only)	Partner with parents to set goals for their children Build parent community/efficacy to support student learning			information/ parent goals in database
	Conduct Parent Teacher Conferences (for non-APTT teachers)	Share student progress on important skills Determine next steps for parent, teachers (and student?) to support progress	Action	20 minutes per student	
June 2014	Debrief on FEP/summer planning meeting	Review successes and challenges of FE partnership this year Understand changes/adjustments to program for following year Plan summer outreach/relationship-building with families	Whole group PD-principal	1 hour	

Fast Facts

PD hours

- 20 hours of whole group PD (including APTT prep time) for APTT participating teachers
- 9 hours of whole group PD for all teachers

Implementation hours (based on 20 students per class)

- 35 for APTT participating teachers
- 38 hours for all teachers (includes full PTC days)

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Family Engagement Partnership Expectations

If selected as a partner, I agree to:

As you probably know, the Flamboyan Foundation Family Engagement Partnership is a one-year partnership with the possibility of renewal, depending largely upon fulfillment of these partnership expectations. The partnership includes the following components:

1) Funding, training and support for strategies that build relationships with families, including parent-teacher home visits;

2) Funding, training and support to conduct activities to partner with families around academics including piloting Academic Parent-Teacher Team (APTT) meetings and improving parent-teacher conferences;

3) Funding, training and support for regular, positive, communication with families;

4) Bi-monthly Professional Learning Community (PLC) meetings for school leaders to share experiences and lessons learned with other schools; and,

5) Collection of implementation data and documentation of promising practices and the outcomes of this work.

This letter lays out what both schools and Flamboyan Foundation will be expected to do and achieve to ensure the success of the partnership.

Outcomes

The major outcomes of the first year of the family engagement partnership include:

Outcome #1	Teachers have higher expectations and improve their instruction
Outcome #2	Teachers feel more supported and experience greater job satisfaction
Outcome #3	Families feel increased confidence and satisfaction with their school
Outcome #4	Families communicate high expectations, monitor progress, and support learning at home; and,
Outcome #5	The school is ready to further scale and improve the quality of relationship-building strategies and academic partnering strategies with families, in the second year of the partnership.

Measures of Success

To achieve the outcomes explained above, schools are challenged to meet the following Measures of Success. Schools will track and submit data to Flamboyan Foundation on each of these measures. As explained below, schools' performance on these measures will serve as the basis for Flamboyan Foundation's evaluation of possible renewal and expansion of this partnership in subsequent years. Schools that fall below these measures of success may not be eligible for Flamboyan funding in future years.

- 50% of students' families receive a home visit
- 75% of families attend each APTT meeting (or parent-teacher conference)
- 100% of students whose parents attend APTT meetings make growth on their chosen skill from meeting to meeting
- Teachers conduct monthly, positive communication with families
- Principals and teacher leads attend 100% of PLC meetings and summer planning sessions
- Principals and teacher leads participate in 100% of Family Engagement Partnership teacher professional development at their school building

Roles – Partner Schools

To achieve the outcomes explained above, schools agree to do the following:

- Identify teacher leads to provide coaching and administrative support for the partnership;
- Develop and communicate expectations for teachers and school staff on the core program components listed above for the initiatives, and monitor whether these expectations are being met;
- Make time available for teachers and staff to participate in professional development for all initiatives;
- Support Flamboyan staff to deliver professional development by planning, framing, and participating in each session, evaluating session deliverables, and co-facilitating;
- With support from Flamboyan staff, plan and lead vision-setting sessions, debriefs, and more-school specific professional development.
- Agree to contribute the following financial resources to the partnership in SY 2013-2014:

Projected School Enrollment	Year 1 of Partnership
Under 300 students	$2,000
301-500 students	$2,500
over 500 students	$3,000

The partnership costs more to operate in larger school. As a result, contribution levels are determined by the school's projected enrollment. Please note that contributions will most likely be in the form of a requisition through DCPS or the CMO. Further guidance will be given by May, 2013.

- Ensure that all staff follow Flamboyan Foundation data collection procedures;
- Ensure that the family engagement leadership team (principal, teacher leads, and others as assigned) participate in bi-monthly professional learning community meetings with other partners to collectively problem-solve and share promising practices related to family engagement;
- Ensure that the family engagement leadership team participates in two half-day planning sessions, one in late spring and one in the summer;
- Ensue that the family engagement leadership team participates in bi-weekly coaching meetings throughout the year;
- Share relevant documents, participate in and facilitate interviews with parents and teachers, disseminate and collect staff and parent surveys, and allow observations with and by Flamboyan staff to inform the documentation of this program, provided any such data collection must be first consented to by teachers and/or parents as necessary beforehand;
- To the extent allowable under applicable law, share information honestly and openly about your school's family engagement work and results;
- If relevant during the grant period, participate in video/audio recordings or host visits from funders, schools, or other parties that want to learn about family engagement; and,
- Document planned and completed family engagement activities.

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Roles – Flamboyan Foundation

To achieve the outcomes explained above, Flamboyan Foundation agrees to do the following:

- Provide curriculum and staffing to lead initial trainings for school leadership teams and staff;
- Provide curriculum, staffing, and coaching for school leadership teams to lead vision-setting sessions, debriefs, and more school-specific professional development with staff;
- Provide bi-weekly coaching and ongoing technical assistance to school leadership teams;
- Convene partner schools in professional learning community meetings and facilitate the sharing of lessons learned;
- Document the promising practices, lessons learned, and impacts of the Family Engagement Partnership. Flamboyan Foundation will seek individual permission from the people who are interviewed, photographed, and/or audio/video recorded in a non-public setting through this program;
- Provide grant funding to support the initiative. During the first year of the partnership, Flamboyan will fund approximately 90% of the costs associated with home visits, ongoing communication, academic partnering, and small stipends to compensate teacher leads for the additional time to manage this work in their schools. Partner schools will contribute the amount listed in the section above, which is equivalent to approximately 10% of the partnership costs.

District of Columbia Department of Health
Notice of Grant Award

1. GRANTEE INFORMATION:		2. AWARD INFORMATION:		
Agency	**Connecticut Children's Medical Center**	Grant No.	CHA.PCCS.CCMC.042013	
Street	282 Washington Street	Award Period	From: 04/22/2013	To: 04/21/2014
City/State/Zip	Hartford, Connecticut 06106	Maximum Award	$ 160,000	
Ward		NOGA Status:	⊙ Original	
Telephone	860-837-5848			
Fax	860-837-5826	**3. BUDGET:**		
Agency Head	Patrick Garvey	Budget Period:	From: 04/22/2013	To: 04/21/2014
Project Director		Current Budget:	$160,000	
Vendor ID	06-0646755	Increase/Decrease:	$0.00	
DUNS No.	07-731-4268	Total Budget:	$160,000	

4. AUTHORIZATION:	Public Health Service Act, Section 1252, as amended, Public Law 104-166, 42 U.S.C. 300d-52 Social Security Act Grant #H25MC00241
5. SOURCE OF FUNDS:	Early Childhood Comprehensive System Grant
6. CFDA NO:	93.110

7. SERVICE INFORMATION*

Service Description:	To provide capacity building services to public, private, and non-profit sectors including community groups and hospitals in the District. This will enhance such sectors' capacity to deliver services and provide access to early childhood services for children ages 0-8 years of age to allow for improved access to early childhood services for children 0-8 years of age and their families. The ultimate goal is to make certain that children are healthy and ready to learn as they enter school.

Service Detail:	Service Area	Award Amount	Notes:
#1	The Help me Grow system	$ 160,000	
			*For budget period

This grant is subject to the terms and conditions incorporated either directly or by reference in the following:

a. The grant program or local District Appropriated fund authorization (legislation) cited above;
b. The Mayor's Order authorizing the Director, DOH, to make grants under the program cited;
c. The rules governing this grant authority, as published in the D.C. Register;
d. D.C. Government and DOH regulations and procedures governing this grant authority;
e. The Request for grant application and submission;
f. Grant Terms and Agreement approved by DOH and accepted by the Grantee

In the event there are conflicting or otherwise inconsistent policies applicable to this grant, the above order of precedence shall prevail. Acceptance of these grant terms and conditions is acknowledged by the grantee when funds are drawn or otherwise obtained from the grant payment system.

Conditions of Award: Adjust the number of client targets and service units to reflect adjusted budget. Submit a Work Plan, Table A, budget, spending and performance plan. Sign and accept the terms of the DOH Grant Agreement.

(b)(6)

Saul M. Levin, M.D. MPA, Interim Director — Date

For Use by Administrative Unit — REQ No. RQ099999 — PO No. 461007

Fund Detail:	Agency	Ag Obj	PCA	Amount	Index	FY
	HCO	409	8500	$ 160,000	PCCS1	FY13

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DOH
DEPARTMENT OF HEALTH
Promote. Prevent. Protect.

NOGA CERTIFICATION FORM

Agency:	Department of Health/CHA
Grant ID:	CHA.PCCS.CCMC.042013
REQ No.	RQ804033
Award Amount:	$160,000
Authorization:	Public Health Service Act, Section 1252, as amended, Public Law 104-166, 42 U.S.C. 300d-52Social Security Act § 501(a)(2-3), 42 U.S.C. § 701(a)(2-3)

☑ New Award ☐ Modification ☐ Continuation

Complete the award information in the space above.
Select and check ☑ the applicable certification section on this form. Place an ☒ in non-applicable sections.
Provide justification for all non-competitive transactions and where indicated.
Sign the certification section indicating that the criteria for authorizing this transaction has been met

☒ New Award - Competitive

The following requirements have been met, certifying a fair and competitive RFA process upon which this award is based:

(Check all that apply)

- ☐ Notice of Funding Availability published in the District Register.
- ☐ Notice of Funding Availability published in the Executive Office of the Mayor, Office Partnerships and Grants Development (OPGD) Website, *Funding Alert.*
- ☐ The Request for Applications (RFA) was placed on the OPGD website.
- ☐ The Request for Applications (RFA) was available for pickup from a Department of Health Office.
- ☐ The applications were reviewed by an independent panel of at least three (3) qualified reviewers.
- ☐ The sub-grant awards are in agreement with the results of the review panel **OR**
- ☐ The sub-grant awards are basically in agreement with the results of the review panel except where other factors required . (If a higher ranked applicant to be denied funding. (Written justification attached).

RFA No. ____

☑ New Award – Non-competitive

. Check the applicable justification criteria that have been met for this sole source award

- ☐ The authorization for the award designates the grantee (e.g. earmark).
- ☐ The applicable law defines eligibility in such a way that there is only one eligible applicant,
- ☐ There is a recognized coalition of service providers through which the broadest community participation may be obtained in serving the targeted clientele, **or**
- ☐ The services required by DOH are available from only one source and no other type of services will satisfy agency requirements.

Narrative Justification: *(Insert here or attach to the certification form)*

The Department of Health, Community Health Administration, Child and Adolescent Division is seeking a sole source grant agreement with the National Connecticut Children's Medical Center (NCCMC). The NCCMC has developed the *Help Me Grow* system that assist in the development of Comprehensive Early Childhood System that improves access to services for children and their families. The NCCMC has sole proprietary rights and hold the copyright to the model and is therefore the only entity that can replicate and implement the model.

Approved CHA 4/26/13

(Possible justifications include authorized statute, geographic location, best available, only available, emergency, or unique circumstances, etc.)

Grantee: Connecticut Children Medical Center **ID No.** CHA.PCCS.CCMC.042013

☒ **Continuation Award**

Check the applicable justification for this continuation request:

- ☐ The funds are awarded as part of an extension of the original grant;
- ☐ There are un-obligated funds available from the original grant to apply to this continuation
- ☐ The terms of the grant allow the Agency to add or modify grant award

Certification – The following criteria have been met for continuation of this NOGA

- ☐ The continuation is authorized by RFA # _____.
- ☐ The continuation is authorized by a valid sub grant agreement (#_____)
- ☐ The sub grantee submitted all required financial and programmatic reports under the terms of the existing NOGA.
- ☐ The sub grantee satisfactorily met all performance objectives **OR**
- ☐ The sub grantee did not meet performance objectives but has submitted a corrective action plan, which the program has approved.

☒ **MODIFICATION**

This modification request is for an: ☐ INCREASE IN AWARD AMOUNT ☐ DEOBLIGATION ☐ NO-COST EXTENSION ☐ COST-EXTENSION

Action Items Checklist For Use in Determining if an increase in award amount is justified:

- ☐ The sub grantee has submitted new deliverables and budget for the additional award amount.
- ☐ The sub grantee is on track to meet the performance deliverables agreed to in the governing sub-grant agreement.

Action Items Checklist For Use in Determining if decrease in award amount is justified:

- ☐ The sub-grantees grant period has been shortened or terminated.
- ☐ The sub-grantee is behind in meeting the performance deliverables agreed to in the governing sub-grant agreement.

Justification:

SUSPENSION & DEBARMENT SEARCH COMPLETED: 04/15/13. Must attach a printout from www.sam.gov documenting the organization and individuals that control the organization are not on the excluded parties list. (Executive Director, The President, and Treasurer of the Board of Directors)

CERTIFICATION

As the Senior Deputy Director for the **Community Health Administration**, I certify that the request for the above selected sub-grant meets the requirements as described above and recommend approval.

(b)(6)

Interim Senior Deputy Director

4/17/2013
Date

Attach a scanned signed copy of this form to PASS requisition in order to process your request. Submit the original hardcopy with your NOGA request package.

For Use by the Office of the Director Only

Concur: (b)(6) (b)(6)
Chief of Grants Management

4/26/13
Date

Approval by Director: (b)(6)
Saul M. Levin, MD MPA (or designee)

Date

Government of the District of Columbia

Department of Health

Grant Agreement

Recipient:	Connecticut Children's Medical Center
NOGA No:	CHA-PCCS-CCMC-042013
Vendor ID:	06-0646755
DUNS No.:	07-731-4268
Award Period:	April 22, 2013 to April 21, 2014
Maximum Award:	$160,000
Catalog of Federal Domestic Assistance No. (CFDA#)	93.110
Fund Authorization:	Public Health Service Act, Section 1252, as amended, Public Law 104-166, 42 U.S.C. 300d-52Social Security Act § 501(a)(2-3), 42 U.S.C. § 701(a)(2-3)

*A Notice of Grant Award is issued under the condition that the terms and conditions of this grant agreement have been accepted by both the District of Columbia Department of Health and the provider and subject to the availability of funding and an appropriation for the program or grant funding which is the subject of the grant.

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Certifications and Assurances		

This Agreement is entered into between **Connecticut Children's Medical Center (GRANTEE)**, whose address is at 282 Washington Street, Hartford, Connecticut 06106, (hereinafter referred to as the "Grantee") and the District of Columbia Department of Health (DOH), whose address is 899 North Capitol Street, NE Washington, DC 20002 (hereinafter referred to as "DOH, Agency and/or Grantor"), to provide capacity building services to public, private, and non-profit sectors including community groups and hospitals in the District. This will enhance such sectors' capacity to deliver services and provide access to early childhood services for children ages 0-8 years of age to allow for improved access to early childhood services for children 0-8 years of age and their families. The ultimate goal is to make certain that children are healthy and ready to learn as they enter school.

WHEREAS, DOH is the recipient of federal financial assistance from the Department of Health and Human Services; and this funding and pass-through financial assistance is authorized under: Public Health Service Act, Section 1252, as amended, Public Law 104-166, 42 U.S.C. 300d-52 Social Security Act Grant number H25MC00241

WHEREAS, the Grantee has been determined to be a sub-recipient of federal financial assistance and,

WHEREAS, the Department of Health and the Grantee are responsible for complying with the appropriate local regulatory statutes and rules of the District of Columbia in the performance of its activities pursuant to this Agreement;

WHEREAS, the DOH Office of the Director has assigned the administration of the funds and sub-granting oversight to the Community Health Administration (CHA);

NOW, THEREFORE, in consideration of the premises and the mutual benefits to be derived here from, the Department of Health and the Grantee do hereby mutually agree as follows:

Article I. Background and Scope of Services

A. Background

The District of Columbia Department of Health (DOH), Community Health Administration (CHA) has received federal funding through the United States Department of Health and Human Services, Health Resources and Services Administration (HRSA) Early Childhood Comprehensive System (ECCS) grant (H25MC00241) to enhance access to early childhood services. Prior to the commencement of the ECCS initiative, the District of Columbia lacked a broad and comprehensive DC-wide multi-agency plan for early childhood. At the same time, there were and remain systemic, financial, and cultural challenges affecting the public, private, and non-profit sectors in the District regarding service delivery for families and children through 0-8 years of age. Thus, DOH Community Health Administration (CHA) has entered into a grant agreement with Grantee to implement the Help Me Grow (HMG) model to address these issues. The

GRANTEE will help provide a vehicle for District stakeholder(s) to plan, develop, and implement collaborations and partnerships that support children and families in order to ensure that all children are healthy and ready to learn at school entry and beyond.

Additionally, this effort supports the Mayor's District-wide Early Success Framework which brings together all the agencies that provide early childhood services which include: Office of State Superintendent of Education (OSSE); DOH; CSFA; Department of Environment (DOEE); Department of Housing (DCHF); Healthcare Finance Administration (DHFA) as well as those with targeted intervention services including the Department of Mental Health (DMH) and the DOH and Human Services (DC HHS). The Grantee's *Help Me Grow* framework is a key strategy supporting the efforts of the ECCS grant and this sub-grant.

B. Scope and Use of Funds

Under the terms of this agreement, the Grantee shall conduct the following activities summarized below:

1. **Conduct an environmental scan** that will inform the development of a HMG system that efficiently links young children and families to needed developmental service, supports and related community resources.

2. **Develop a Strategic Plan** for efficiently linking young children and their families to needed developmental services, supports, and related community resources, including HMG's core components and structural requirements to ensure the success of a Help Me Grow system.

3. **Assist in the design** and plans for implementation of a centralized call center;

4. **Assist in the development** of outreach campaigns that target communities and outreach providers;

5. **Assist DC** in launching its Help Me Grow system by ensuring that it is based on the strategic plan and benchmarks. For two (2) days to assist the public, private, and non-profit sectors including community groups and hospitals in the final steps in the implementation of Help Me Grow system based on the strategic plan.

ARTICLE II – Award Period

A. The period of this grant shall be for twelve months post-date of award.

B. The Grantee shall be issued a Notice of Grant Award in line with the budget

period for which the award funds are allocated. The Notice of Grant Award may further outline requirements for the allocation of budgets and thresholds within given fiscal years of the budget period in the instances that the budget period crosses the District's fiscal year.

C. Awards may be extended for additional option years dependent on performance, availability of funds, and statutory authority. CHA reserves the right to exercise additional option years at its sole discretion should funding and statutory authority be present.

Article III Grant Administrator

A. The Grant Administrator for this grant award shall be Sajeed Popat, Deputy Director of Operations, (or designee), located at 899 North Capitol Street NE, 3rd Floor, Washington, DC 20002. Should there be a change in the Grant Administrator; CHA shall promptly notify the Grantee in writing.

B. Only the Director of the DOH or designee is authorized to make changes in the terms and conditions of this grant award pursuant to a properly executed grant modification in accordance with DOH rules, regulations, and procedures pertinent thereto.

Correspondence regarding this grant agreement should be sent to:

Bryan Cheseman
Grants Management and Program Evaluation
Community Health Administration
899 North Capitol Street, NE, 3rd Floor
Washington, DC 20002
202-442-9339
Bryan.Cheseman@dc.gov

Article IV Scope and Use of Funds

A. Allowable service areas - Under the terms of this agreement, the Grantee shall conduct the activities summarized in Article I.

B. Comingling of Funds -The Grantee shall establish a system of accounting that ensures that funds awarded under the Notice of Grant Award are not co-mingled with other fund sources. The Grantee is prohibited from co-mingling funds on either a program-by-program (i.e. same fund source as another NOGA) or on a project-by-project (i.e. same/similar service area) basis. Funds specifically budgeted and/or received for one project may not be used to support another. Where the Grantee's accounting system cannot comply with this requirement, the Grantee shall establish a system to provide adequate fund accountability for the funded project.

C. Supplanting of Funds - The Grantee shall not utilize grant funds to supplant other funds, deliberately reducing or reallocating other Grantee organizational funds due to the existence of funding available for this award.

Article V Termination and Effective Dates

1) *Project Period.* All programmatic activity (ies) and expenditure(s) of fund(s) must occur within the project period, as listed on the Sub-grant Award Agreement.

2) The period of this grant shall be April 22, 2013 through April 21, 2014. Grant awards are made annually, contingent on demonstrated progress by the recipient on achieving performance objectives and contingent upon availability of funds.

3) This grant agreement shall be subject to the availability of funding and appropriations for the program or grant funding which is the subject of the grant. This grant shall be subject to termination at any time, in whole or in part, if adequate funds are not made available or appropriated for the program in question. This grant shall be subject to termination at any time, in whole or in part, for the convenience of the government should DOH/CHA determine that such termination is in the best interest of the public or the government.

Article VI Grant Amount

The total obligation by DOH under this grant shall not exceed **one-hundred sixty thousand dollars ($160,000)** during the funding period.

A. DOH shall issue a Notice of Grant Award for each budget period subject to the performance of the Grantee and the availability of funding.

B. Grantee shall submit an overall budget, including a detailed line item budget for each service area and shall operate programs in accordance with the approved budget.

Article VII Administrative Requirements

A. Work Plan and Budget - The Grantee shall submit to DOH for review and approval a detailed work plan, overall budget, and detailed line item budget for each service area funded under this agreement.

   1. Standard DOH work plan and budget forms must be utilized by the Grantee in accordance with instructions provided by the Grant Administrator or his/her agents.

   2. Required Spending Plans, Use/Sources of Funds and Match Schedules (if applicable) for this award shall include:

      a. Cost Allocation Plan - the Grantee shall submit to DOH a cost allocation plan, providing information on all sources of funds used to support any line item in the proposed budget for any service area. DOH recommends that agencies create a single cost allocation plan that includes all line items for all DOH-funded grants and contracts.

   3. DOH shall reserve the right to approve or deny requests for modifications of the Work Plan and Budget within the first quarter of the budget period for this award. The Grantee shall not modify, revise or alter the work plan or budget that significantly alters the scope of services without prior approval of the

DOH Grant Administrator.

4. The Grantee is allowed expenditure variations up to 25 percent of a budget category total provided there is no change in project scope, no additional equipment costs, and there is no increase to the award amount.

    a. The variation should be reported in the expenditures on the quarterly sub-grant report, with adjustments to the budgeted column reflected in the quarter the change is made going forward.
    b. Multiple changes to a line item, even if under 25%, may result in a change of scope.
    c. Moving funds into a cost category that was previously approved at $0 is automatically a change in scope.

B. **Standard Operating Procedures** – The Grantee shall provide upon request or make available at the Grantee's site a copy of the Grantee's standard operating procedures for financial management, personnel selection and management, and the selection, oversight and monitoring of sub-contractors/sub-grantees.

C. **Subcontractor Agreements** – In the instance that funds will be assigned for disbursement under sub-contractor agreements, the Grantee shall maintain all sub-contractor agreements for review.

D. **Sub-grantee Agreements** – In the instance that funds will be assigned for disbursement under sub-grantee agreements, the Grantee shall maintain all sub-grantee agreements for review.

E. Grantee shall maintain electronic (email) capabilities.

F. **Records**

1. The Grantee shall establish and maintain a protocol for records management. This protocol shall be available to the grant monitor on request.
2. The Grantee shall provide the Grant Administrator, and other authorized representatives of the DOH access to program evaluators, quality assurance specialists, data management analysts and clinical records as may be necessary for monitoring purposes. For purposes of confidentiality and security, records should be kept in a locked file controlled by appropriate Grantee staff.
3. DOH reserves the right to copy client records from the Grantee's location or property for the purpose of reviewing said reports.
4. The Grantee shall preserve and make available its records until expiration of three years after the final payment under this grant or for such longer period, if any, as is required by applicable statute, by any other clause of this agreement, or by (a.) or (b.) below.

    a. If this agreement is completely or partially terminated, the records relating to the work terminated shall be preserved and made available

until expiration of three years from the date of the resulting final settlement.

b. Records that relate to (i) appeals under "Disputes: clause of this agreement, (ii) litigation or the settlement of claims arising out of the performance of this sub-grant, (iii) cost and expenses of the agreement as to which exception has been taken by the auditor of the Grantor or any of its duly authorized representatives, shall be retained by the Grantee under such appeals, litigation, claims, or exceptions have been disposed of.

G. **Certifications and Assurances** - Prior to receiving payment on this Agreement, the Grantee shall have and maintain on file with DOH complete and current certifications and assurances of the following: if applicable.

1. DOH Statement of Certification
2. Federal Assurances
3. Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements
4. Proof of Insurance for: commercial general liability, professional liability, comprehensive automobile and worker's compensation
5. Certificate of Occupancy
6. 501(c)3 Certification
7. Articles of Incorporation
8. DC Business License
9. Most recent audits and financial statements
10. Certificate of Good Standing from DC Office of Tax and Revenue.

H. List of current Board of Directors on Agency Letterhead and signed by the authorized representative.

Article VIII Reporting Requirements

A. The Grantee shall develop a plan and schedule for the provision of data collection, narrative and statistical reporting for activities funded under the terms of the Grant Agreement. Additional requirements for data collection, narrative reporting, performance specific to a given service program may be provided by the Grant Administrator.

B. The Grantee shall prepare and submit to DOH regular reports on the services provided under this agreement. In addition to the regular reports described below, Grantee may be required to provide additional information upon request of DOH.

1. The Grantee shall submit to DOH quarterly progress reports shall be due 30 days after the quarter ends.

2. A final comprehensive program narrative report is due within sixty (60) days after the end of the grant award period.

3. Prepare and submit a final financial report on the services provided under this agreement to DOH within sixty days (60) days after the end of the grant period. Reports should include all expenditures, detailing all staffing and hourly rates, dates and hours of services of employees/consultants, and receipts for items purchased using funding provided by this grant.

C. **Unusual Incident Reports** - The Grantee shall report unusual incidents by fax or telephone to the Grant Administrator within seventy-two (72) hours of the event, and in writing within five (5) days after the event. An unusual incident is an event that affects staff (District employees or Grantee's staff), contactors, or clients, which is significantly different from the regular routine or established procedures. Examples include: unusual injury or death; unexplained absence of a client from a residence or program; physical, sexual, or verbal abuse of a client by staff or other clients; fire, theft, destruction of property, or sudden serious problems in the physical plant; complaints from families or visitors of clients; requests for information from the press, attorneys, or government officials outside of DOH; client behavior(s) requiring attention of staff not usually involved in their care; and/or any other unusual events that may require Grant Administrator intervention.

Article IX Fund Disbursement Plan and Requirements

A. Disbursement of funds shall be in accordance with the budget, spending plan and work plan prepared by the Grantee and approved by DOH.

B. Payment Schedule – The first payment shall be three months (one quarter) of the total award with subsequent quarterly reimbursements.

C. Upon ratification of this agreement and the submission of an invoice, DOH will submit for processing a payment for three months of the total award. The advance payment is contingent upon the submission and approval of a revised budget and work plan. The work plan should include activities, performance measures, data collection tools, timeline and responsible persons. Subsequent payments for this agreement will be paid in quarterly reimbursements.

D. Grantee will submit quarterly invoices. The quarterly invoice will be accompanied by a financial expenditure report detailing all year-to-date cost incurred by the project. Quarterly invoices and financial reports shall be submitted to DOH within 30 days after the end of each quarter. No more than 10% of total expenditures shall be invoiced every quarter for indirect cost/overhead. Any costs not reported on the expenditure report are subject to disallowance.

Schedule of Payments

FY 13 Payment	Amount	Type	Terms: The Grantee shall:
First Payment	(One quarter of total award)	Advance available with invoice only	1. Encumber costs by the last day of the end of 1st quarter. 2. Reconcile 100% of costs by the last day of the end of the 3rd Quarter.
Quarterly Reimbursements	Quarterly reimbursements in accordance with the approved budget and spending plan	Reimbursement, available with invoice and expenditure reports.	1. Encumber costs by the 30th day of previous quarter. 2. Submit invoice and expenditure report on the 30th day of the following month. 3. Final reimbursement payment is subject to the grantee's full reconciliation of the advance payment.

E. After each quarterly programmatic report is submitted, subsequent payments will be processed only if the grantee shows progress towards meeting the approved performance objectives for this project. As such, the grantee must meet no less than 75% of the agreed upon performance milestones for each quarter before a payment can be generated.

F. No later than sixty (60) days after the expiration of this Agreement, the Grantee shall submit for reimbursement on all final costs incurred by the grant.

G. Recipients shall maintain advances in an interest bearing account, unless (a), (b) or (c) apply.

1. The recipient receives less than $120,000 in DOH grant awards per year.
2. The best reasonably available interest bearing account would not be expected to earn interest in excess of $250 per year on DOH grant cash balances.
3. The depository would require an average or minimum balance so high that it would not be feasible within the expected DOH cash resources.

For those entities where (a), (b) or (c) do not apply, interest earned on advance payments deposited in interest bearing accounts shall be remitted no later than thirty (30) days from the end of each DC Government Fiscal Year (September 30) and no later than thirty (30) days after the expiration of this Agreement Department of Health, Attention Bryan Cheseman, 899 North Capitol Street NE, 3rd Floor, Washington, D.C. 20002. Checks are to be made payable to the D.C.

Treasurer. Interest amounts up to $250 per year may be retained by the Grantee for administrative expenses.

H. DOH reserves the right to withhold any payment if the Grantee is found in non-compliance with the DOH Notice of Grant Award or this Grant Agreement, and fails to correct any deficiencies within a reasonable time frame as determined by DOH. DOH shall determine the extent of the payment to be withheld under this provision.

Article X Standard Operating Requirements

A. Staffing:

1. The Grantee shall maintain a current organizational chart that displays organizational relationships and demonstrates who has responsibility for administrative oversight and clinical supervision over each priority service activity.
2. The Grantee shall ensure that adequate, competent, and trained personnel are provided to oversee the implementation of the activities supported by this grant. The Grantee shall ensure that the following provisions are met by the Grantee:
    a. Ensure and maintain documentation that staff possess adequate training and competence to perform the duties which they have been assigned.
    b. Maintain complete written job descriptions for all positions funded through the grant, which must be included in the project files and be available for inspection on request. The job description shall include education, experience, licensing or certification criteria, a description of duties and responsibilities, hours of work, salary range, and performance evaluation criteria.
    c. Maintain an individual personnel file for each project staff member and or volunteer that contains the application for employment, professional and personal references, applicable credentials or certifications, records of required medical examinations, personnel actions including time records, documentation of all training received, notation of any allegations of professional or other misconduct and Grantee action with respect to such allegations, and date and reason if terminated from employment. All of these personnel materials shall be made available to the Grant Administrator upon request.
    d. Provide orientation sessions for each staff member with respect to administrative procedures, program goals, cultural sensitivity, and policies and practices to be adhered to under the Grantee agreement.
    e. Any changes in key personnel or job descriptions shall be approved in writing in advance by the DOH Grants Officer.

B. Facilities

1. Regulations - The Grantee's facilities used during the performance of this agreement shall meet all applicable federal, state, and local regulations for their intended use throughout the duration of this agreement. The Grantee shall maintain as current all required permits and licenses for the facilities. The Grantee's failure to do so shall constitute a failure to perform the agreement and shall be a basis for termination of the agreement for default.
2. Emergency Back Up Site - The Grantee shall assure that an emergency site facility has been identified should the primary facility become unavailable for use as a result of a catastrophic event.
3. Handicapped Access - All facilities offered for the provision of services under this agreement shall be accessible to persons with mobility limitations, consistent with the Rehabilitation of the Handicapped Act, P.L. 95-602 (Section 504) and the Americans with Disabilities Act, P.L. 101-336, as appropriate, which are incorporated by reference.
4. Maintenance - All supplies and services routinely needed for maintenance and operation of the facility, such as security, janitorial services, or trash pick-up, shall be provided by the Grantee.

C. Insurance

1. The Grantee, at its expense, shall obtain the minimum insurance coverage set forth below prior to award of the grant and keep such insurance in force throughout the grant period.
2. The Grantee shall carry employer's liability coverage of at least one hundred thousand dollars ($100,000).
3. The Grantee shall carry bodily injury liability insurance coverage written on the comprehensive form of policy of at least five hundred thousand dollars ($500,000) per occurrence.
4. The Grantee shall carry automobile liability insurance written on the comprehensive form of policy. The policy shall provide for bodily injury and property damage liability covering the operation of all automobiles used in connection with performing the grant. Policies covering automobiles shall provide coverage of at least two hundred thousand dollars ($200,000) per person and five hundred thousand dollars ($500,000) per occurrence for bodily injury and twenty thousand dollars ($20,000) per occurrence for property damage.
5. The Grantee shall carry workers' compensation insurance covering all of its employees upon the premises and in connection with its other operations pertaining to this grant. The Grantee shall comply at all times with the provisions of the workers' compensation laws of the District of Columbia or another State if the grant work is performed outside the District of Columbia.

D. Equipment - With any equipment purchased with grant funds, the Grantee shall:

1. Within sixty (60) days of execution of the award, provide the Grant

Administrator with an inventory of all equipment and supplies with a purchase price exceeding $5,000 (per item) purchased with grant funds.

2. For all equipment subsequently purchased or acquired, the Grantee shall maintain an inventory showing: (a) purchase price; (b) grant number; (c) name of item; (d) manufacturer's name; (e) serial number (if possible); (f) acquisition document reference; (g) guarantee or warranty lapse date; (h) location; (i) unit price; (j) additional costs (if any) for transportation, installation, and taxes (each as a separate item).
3. The inventory shall be updated annually or at the expiration of the grant, whichever occurs first. The District shall have the right to inspect and reclaim all or part of such equipment upon expiration of the grant.
4. All equipment and products purchased above $5,000 with grant funds should be American-made when possible.

E. **Accounting and Audits**

1. The Grantee shall maintain an accounting system which conforms to generally accept accounting principles permitting an audit of all income and expenditures received or disbursed by the Grantee in the provision of services under this grant. Accounting records shall be supported by source documentation such as canceled checks, paid bills and payrolls.
2. The Grantee shall make provisions, upon request, for inspection of financial records, including audited financial statements and tax returns, by DOH and/or its representative(s).
3. At any time or times before final payment and three (3) years thereafter, the D.C. DOH may have the Grantee's expenditure statements audited. Disallowance and repayments shall be subject to the provisions of the DOH Grant Regulations included as Attachment C, Notice of Emergency and Proposed Rule-making.
4. The Grantee shall obtain an independent audit of program expenditures in accordance with OMB Circular A-133.
5. Any expenditure disallowed by the audit or other DOH reviewer shall be subject to repayment by the Grantee.

F. **Transition Plan for Continuity of Services** – It is essential that continuity of services be maintained under this grant for the residents of the District of Columbia and applicable jurisdictions. Therefore, in the event that the awarded grant expires or is terminated:

1. The Grantee shall cooperate with both the Grant Administrator, and any successor Grantee to enable an efficient transition from one Grantee to another.
2. In the event that the Grantee is de-funded for a successive grant period or should cessation of services occur for any reason, the Grantee is required to develop a transition plan to ensure the appropriate referral of clients to other providers. A transitional plan must be developed and available for review by DOH Administrative Unit within forty-five (45) days after the signing of this grant agreement by the Grantee. Failure to provide this contingency plan will be

deemed as non-compliance and could result in the termination of this sub-grant.

3. DOH reserves the right to assume responsibility for services supported by this grant.
4. An acceptable transition plan will include but not be limited to the following.
   a. Identify providers and or resources to ensure continued health care for those clients who receive services funded by this grant. These resources will be programs that are DOH and or Medicaid approved;
   b. Develop a contingency plan with those identified entities specifically stating what services will be provided;
   c. Develop procedure for transfer to include:
      i. Notification to the client;
      ii. Name, address, and phone number of the receiving provider organization that the client is being transferred to;
      iii. Effective date of transfer;
      iv. Case summary reports to receiving provider organization;
      v. Method to ensure that clients' who take medications have a sufficient supply to sustain them through the transfer period; and
      vi. Transfer of client files in accordance with Federal and District of Columbia laws related to privacy and confidentiality of client records, and regulations of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

G. Awarding of Funds

1. All procurement transactions made with these funds, whether negotiated or competitively bid and without regard to dollar value, shall be conducted in a manner so as to provide maximum open and free competition. Grantee will not execute any sole source procurement/grant award over $10,000 or fund unsolicited applications without the approval of CHA, Chief of Grants Monitoring and Program Evaluation.

2. Grantee when using DOH or federal pass-through funds will establish a fair, open, transparent competitive process for the awarding of funds either through a contract, cooperative agreement or grant instruments. A competition is a process that has at a minimum the following criteria:

   a. Notice of Funding has been publicized;
   b. Applications are easily available to all prospective applicants;
   c. Applications are reviewed in an objective manner against an established public scoring criteria; and
   d. Reviewers have no conflict of interest with any of the submitting applicant organizations.

3. Funds disbursed in a non-competitive manner may be disallowed and appropriate grant management sanctions issued.

4. Grantee will submit for approval any Requests for Proposal or Requests for Applications before released.

5. Grantee will submit for approval the unsolicited grant submission process before it is announced.

H. Program Close-out

1. The Grantee shall submit to the Grant Administrator, a final Programmatic Report no later than the 60 days after expiration of the Grant Agreement.
2. The Grantee shall submit to the Grant Administrator, a final Financial Report within 60 days of the termination/end of the sub-grant, providing a year-end accounting of expenditures for the sub-grant. This report must include:
    a. All costs paid by the Grantee in support of the activities of the sub-grant.
    b. A summary of the cumulative obligation and disbursement of funds to sub-contractors.
    c. A financial statement from each sub-contractor identifying funds received and expended for each category of service.

Article XI Rights in Data

A. DOH retains ownership of all client data produced under this grant. To assure the protection of client/patient confidentiality and the full compliance with District of Columbia regulations and policies, the Grantee may not publish scientific or technical articles based on this data and/or information without prior approval and written consent of the Grant Administrator. DOH shall not unreasonably withhold consent to the Grantee's request(s) to publish or reproduce data in professional and scientific publications.

B. Any research activity conducted under this Grant Agreement, by the Grantee must have the prior approval and written consent of the Grant Administrator. Applicable U.S. Department of Health and Human Services policies and federal regulations shall govern any research involving the use of human subjects. The Grantee agrees to review any research activities involving human subjects by a designated Institutional Review Board (IRB) and to continue annual monitoring to assure compliance with requirements for the protection of human subjects. At such time, a copy of HHS Form 596, "Protection of Human Subjects Assurance, Certification, Declaration," must be signed and submitted to the Grant Administrator.

Article XII Public Notification of Funding

When issuing statements, press releases, request for proposals, bid solicitations and

other documents describing projects or programs funded in whole or in part with Federal money, all Grantees shall clearly state the following:

1. The percentage of the total costs of the program or project which will be financed with Federal money.
2. The dollar amount of Federal funds for the project or program.
3. The percentage and dollar amount of the total costs of the project or program that will be financed by non-government sources.

Article XIII Attribution Policy

A. All Grantees are required to identify their affiliation with DOH in all programs and services funded by DOH and administered by the DOH Administrative Unit. The usage includes, but is not limited to,

   1. The incorporation of the current approved DOH logo/symbol with attribution statement on letterhead, newsletters, brochures, public service announcements, media publications, and all other forms of advertisement.

   2. The clearly visible display of the DOH logo/symbol transparency at each Grantee's office, on their doors, or, near the entrances to all business offices, or and in reception areas, or other places of public business.

   3. The clearly visible DOH logo/symbol with attribution statement attribution statement at all functions and events sponsored by the Grantee.

   4. The Grantee is required to submit to the Community Health Administration for review and approval prior to production all print and electronic media developed in conjunction with this grant and paid for directly from funding sources received from DOH/CHA. This includes: camera-ready copy for fliers, posters, brochures, newsletters, and other printed media; story boards and/or scripts for paid and public service advertising (radio or TV); videotapes, audiocassettes, questionnaires, and surveys. CHA reserves the right to disallow all payments relative to these materials if the Grantee is found in non-compliance with the guidelines stated in this article.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DOH
DEPARTMENT OF HEALTH
Promote. Prevent. Protect.

"This program is funded wholly, or in part, by the Government of the District of Columbia, Department of Health, and Community Health Administration."

Article XIV– Performance Standards and Quality Assurance

A. The Grantee shall implement a program to monitor and evaluate the delivery of all services. At a minimum, the quality assurance program shall include a review

of the appropriateness, quality and timeliness of the delivery of services.

B. The Grantee shall, as directed by the Grant Administrator or his/her designee, implement policies and procedures to evaluate the accuracy of data collection and reporting activities in accordance with protocols established by DOH, federal grant program's administrative requirements for pass-through entities and sub-grantees.

C. The Grantee shall participate in the evaluation of the project by appropriate DOH staff and/or external evaluators contracted by DOH. These activities may include, but are not limited to, site visits, client surveys, unit cost analyses, program/fiscal assessments, or other data collection activities.

D. The Grantee shall provide DOH with a copy of all rules and regulations governing their Client Complaint Resolution Process.

Article XV Performance Monitoring

In order to ensure responsible oversight of the funded project and its implementation by the Grantee, and to provide cooperative technical support for the Grantee, The CHA shall:

A. Conduct within 30 days of the signing of the grant agreement, a risk / capacity-assessment in order to establish a monitoring plan for the Grantee in accordance with requirements, procedures and tools approved by DOH, DC Municipal Regulations and standards outlined in the City-Wide Grants Manual. The results of this review shall be shared by the Grant Administrator or his/her designee with the Grantee.

B. Monitor the performance of the Grantee in the implementation of the funded program in accordance with the terms of the grant agreement and the approved monitoring plan.

C. Assign staff persons to monitor the project. The Program Monitor shall review all programmatic reports, conduct programmatic site visits/inspections, and hold periodic conferences with the Grantee to assess the Grantee's performance in meeting the requirements of the Grantee agreement.

D. The Grant Monitor shall review all written policies and procedures applicable to the project, review all financial reports, conduct administrative site visits/inspections, and hold periodic conferences with the Grantee and the Program Monitor to assess the Grantee's performance in meeting the requirements of the Grantee agreement.

E. Assess the Grantee's performance with respect to the number of people served, quality of the services delivered, and the Grantee's ability to deliver services according to the deadlines established in the agreement.

F. Conduct an evaluation of program effectiveness for each service-area based on criteria approved by the Grant Administrator or his/her designee.

Article XVI Indemnification

The Grantee agrees to indemnify and hold harmless the District of Columbia and all of its officers, agents and servants against any and all claims of liability or lawsuits arising from or based on, or as a consequence of or result of, any negligent act, omission or default or the Grantee, its employees or its subcontractors, in the performance of the grant.

Article XVII Documents Incorporated by Reference

The following documents are hereby incorporated by reference and made part of this Grantee agreement:

A. Public Health Service Grants Policy Statement;

B. The DOH Procedures for Departmental Grant-Making Authority;

C. District of Columbia City-Wide Grants Manual;

D. DOH Policy and Procedures for RFA and NOGA Issuance (Policy No. DOH2005) and revisions;

E. The Grantee's approved work plan and any amendments approved by the DOH Administrative Unit; and

F. The Grantee's approved work plan, budget, data collection plan and any amendments approved by the DOH Administrative Unit.

Article XVIII Order of Precedence

In the event of inconsistency among the provisions of this grant, the inconsistency shall be resolved by giving precedence in the following manner.

A. District of Columbia City-Wide Grants Manual

B. DOH Policy and Procedures for RFA and NOGA Issuance (Policy No. DOH2005) and revisions

C. The Grantee's approved work plan and budget.

Government of the District of Columbia
Department of Health
Grant Agreement

The signatures below indicate mutual acceptance of the Notice of Grant Award and Terms of the Grant Agreement.

For the District of Columbia Department of Health:

Accepted by: Saul M. Levin, MD, MPA

Interim Director, Department of Health

Signature: (b)(6)

Date: 5/1/2013

For Grantee:

Accepted by: Patrick Garvey

Interim Chief Financial Officer

Signature: (b)(6)

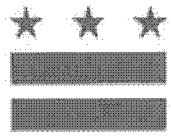
Date: 4/13/13

DOH
DEPARTMENT OF HEALTH

Approved by:
Clara Ann. McLaughlin, Chief
Office of Grants Management (b)(6) 4/26/13

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF HEALTH



Department of Health Statement of Certification

A. The Grantee has provided the individuals, by name, title, address, and phone number who are authorized to negotiate with the Agency on behalf of the organization; (attach)

B. The Grantee is able to maintain adequate files and records and can and will meet all reporting requirements;

C. That all fiscal records are kept in accordance with Generally Accepted Accounting Principles (GAAP) and account for all funds, tangible assets, revenue, and expenditures whatsoever; that all fiscal records are accurate, complete and current at all times; and that these records will be made available for audit and inspection as required;

D. The Grantee is current on payment of all federal and District taxes, including Unemployment Insurance taxes and Workers' Compensation premiums. This statement of certification shall be accompanied by a certificate from the District of Columbia OTR stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid taxes due to the District of Columbia, or is in compliance with any payment agreement with OTR; (attach)

E. That the Grantee has the demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative, performance and audit trail;

F. That, if required by the grant making Agency, the Grantee is able to secure a bond, in an amount not less than the total amount of the funds awarded, against losses of money and other property caused by fraudulent or dishonest act committed by any employee, board member, officer, partner, shareholder, or trainee;

G. That the Grantee is not proposed for debarment or presently debarred, suspended, or declared ineligible, as required by Executive Order 12549, "Debarment and Suspension," and implemented by 2 CFR 180, for prospective participants in primary covered transactions and is not proposed for debarment or presently debarred as a result of any actions by the District of Columbia Contract Appeals Board, the Office of Contracting and Procurement, or any other District contract regulating Agency;

H. That the Grantee has the financial resources and technical expertise necessary for the production, construction, equipment and facilities adequate to perform the grant or subgrant, or the ability to obtain them;

I. That the Grantee has the ability to comply with the required or proposed delivery or performance schedule, taking into consideration all existing and reasonably expected commercial and governmental business commitments;

J. That the Grantee has a satisfactory record of performing similar activities as detailed in the award or, if the grant award is intended to encourage the development and support of organizations without significant previous experience, that the Grantee has otherwise established that it has the skills and resources necessary to perform the grant. In this connection, Agencies may report their experience with an Grantee's performance to OPGS which shall collect such reports and make the same available on its intranet website.

K. That the Grantee has a satisfactory record of integrity and business ethics;

L. That the Grantee has the necessary organization, experience, accounting and operational controls, and technical skills to implement the grant, or the ability to obtain them;

M. That the Grantee is in compliance with the applicable District licensing and tax laws and regulations;

N. That the Grantee complies with provisions of the Drug-Free Workplace Act; and

O. That the Grantee meets all other qualifications and eligibility criteria necessary to receive an award under applicable laws and regulations.

P. That the grantee agrees to indemnify, defend and hold harmless the Government of the District of Columbia and its authorized officers, employees, agents and volunteers from any and all claims, actions, losses, damages, and/or

liability arising out of this grant or subgrant from any cause whatsoever, including the acts, errors or omissions of any person and for any costs or expenses incurred by the District on account of any claim therefore, except where such indemnification is prohibited by law.

As the duly authorized representative of the applications, I hereby certify that the applicant will comply with the above Department of Health certifications.

Connecticut Children's Medical Center
Grantee Name

282 Washington Street **City Hartford State CT Zip Code 06106**
Street Address

CHA-PCCS-CCMC-042013 **06-0646755**
Application Number and / or Project Name **Grantee IRS/Vendor Number**

Signature: (b)(6) **Date:** 4/15/13

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF HEALTH

Federal Assurances

The Grantee hereby assures and certifies compliance with all Federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-110, A-122, A-128, A- 87; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements -28 CFR,

Part 66, Common Rule that govern the application, acceptance and use of Federal funds for this federally-assisted project.

Also, the Grantee assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of The Grantee's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of The Grantee to act in connection with the application and to provide such additional information as may be required.
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 PL 91-646 which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.
3. It will comply with provisions of Federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by Federal grants. (5 USC 1501, et. seq.).
4. It will comply with the minimum wage and maximum hour's provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency of the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the Federal-sponsoring agency concerning special requirements of Law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234-, 87 Stat. 975, approved December 31,1976. Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal Financial Assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.
10. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569a-1 et. seq.) By (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.
11. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18. Administrative Review Procedure; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for

Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and Federal laws or regulations applicable to Federal Assistance Programs.

12. It will comply, and all its contractors will comply with; Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title III of the Americans with Disabilities Act (ADA) (1990); Title IIX of the Education Amendments of 1972 and the Age Discrimination Act of 1975.
13. In the event a Federal or State court or Federal or State administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, U.S. Department of Justice.
14. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for $500,000 or more.
15. It will comply with the provisions of the Coastal Barrier resources Act (P.L 97-348) dated October 19, 1982, (16 USC 3501 et. Seq) which prohibits the expenditure of most new Federal funds within the units of the Coastal Barrier Resources System.
16. In addition to the above, the Grantee shall comply with all the applicable District and Federal statutes and regulations as may be amended from time to time including, but not necessarily limited to:
    a) The Hatch Act, Chap. 314, 24 Stat. 440 (7 U.S.C. 361a et seq.)
    b) The Fair Labor Standards Act, Chap. 676, 52 Stat. 1060 (29 U.S.C.201 et seq.)
    c) The Clean Air Act (Subgrants over $100,000) Pub. L. 108–201, February 24, 2004, 42 USC cha. 85et.seq.
    d) The Occupational Safety and Health Act of 1970, Pub. L. 91-596, Dec. 29, 1970, 84 Stat. 1590 (26 U.S.C. 651 et.seq.)
    e) The Hobbs Act (Anti-Corruption), Chap 537, 60 Stat. 420 (see 18 U.S.C. § 1951)
    f) Equal Pay Act of 1963, Pub. L. 88-38, June 10, 1963, 77 Stat.56 (29 U.S.C. 201)
    g) Age Discrimination in Employment Act, Pub. L. 90-202, Dec. 15, 1967, 81 Stat. 602 (29 U.S.C. 621 et. seq.)
    h) Immigration Reform and Control Act of 1986, Pub. L. 99-603, Nov 6, 1986, 100 Stat. 3359, (8 U.S.C. 1101)
    i) Executive Order 12459 (Debarment, Suspension and Exclusion)
    j) Medical Leave Act of 1993, Pub. L. 103-3, Feb. 5, 1993, 107 Stat. 6 (5 U.S.C. 6381 et seq.)
    k) Lobbying Disclosure Act, Pub. L. 104-65, Dec. 19, 1995, 109 Stat. 693 (31 U.S.C. 1352)
    l) Drug Free Workplace Act of 1988, Pub. L. 100-690, 102 Stat. 4304 (41 U.S.C. 701 et seq.)
    m) Assurance of Nondiscrimination and Equal Opportunity as found in 29 CFR 34.20
    n) District of Columbia Human Rights Act of 1977, D.C. Official Code § 2-1401.01
    o) District of Columbia Language Access Act of 2004, DC Law 15 – 414, D.C. Official Code § 2-1931 et seq.)

As the duly authorized representative of the applications, I hereby certify that the applicant will comply with the above Federal statutes, regulations, policies, guidelines and requirements:

Connecticut Children's Medical Center
Grantee Name

282 Washington Street **City Hartford State CT Zip Code 06106**
Street Address

CHA-PCCS-CCMC-042013 **06-0646755**
Application Number and / or Project Name **Grantee IRS/Vendor Number**

Signature: (b)(6) **Date:** 4/15/13

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT OF HEALTH

Certifications Regarding Lobbying, Debarment and Suspension, Other Responsibility Matters, and Requirements for a Drug-Free Workplace

Grantees should refer to the regulations cited below to determine the certification to which they are required to attest. Grantees should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 28 CFR Part 69, "New Restrictions on Lobbying" and 28 CFR Part 67, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact.

1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement over $100,000, as defined at 28 CFR Part 69, the Grantee certifies that:

A. No Federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress; an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant 01 cooperative agreement;

B. If any funds other than Federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -III, "Disclosure of Lobbying Activities," in accordance with its instructions;

C. The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers including subgrants, contracts under grants and cooperative agreements, and subcontracts and that all sub-recipients shall certify and disclose accordingly.

2. Debarments and Suspension, and Other Responsibility Matters (Direct Recipient)

As required by Executive Order 12549, Debarment and Suspension, and implemented at 28 CFR Part 67, for prospective participants in primary covered transactions, as defined at 28 CFR Part 67, Section 67.510- **The Grantee certifies that it and its principals:**

A. Are not presently debarred, suspended, proposed for debarment, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal court, or voluntarily excluded from covered transactions by any Federal department or agency;

B. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public Federal, State, or local transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

C. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or Local) with commission of any of the offenses enumerated in paragraph (I)(b) of this certification; and

D. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or Local) terminated for cause or default; and

E. Where the Grantee is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. Drug-Free Workplace (Awardees Other Than Individuals)

As required by the Drug Free Workplace Act of 1988, and implemented at 28 CFR Part 67, Subpart F. for Awardees, as defined at 28 CFR Part 67 Sections 67.615 and 67.620, the Grantee certifies that it will or will continue to provide a drug-free workplace by:

A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the Grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

B. Establishing an on-going drug-free awareness program to inform employee's about:

1. The dangers of drug abuse in the workplace;
2. The Grantee's policy of maintaining a drug-free workplace;
3. Any available drug counseling, rehabilitation, and employee assistance programs; and
4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
5. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a).
6. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee would---
7. Abide by the terms of the statement; and
8. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
9. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: the **Grant Administrator** identified in the grant agreement, and the **Chief - DOH Office of Grants Management** at 899 N. Capitol St. NE, 5th floor, Washington DC 20002. Notice shall include the identification number(s) of each effected grant.
10. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted ---
    (a) Taking appropriate personnel action against such an employee, up to and incising termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    (b) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency.
    (c) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (I), (c), (d), (e), and (1).
11. The Grantee may insert in the space provided below the sites) for the performance of work done in connection with the specific grant:
    (a) Place of Performance (Street address, city, county, state, zip code)
    (b) Drug-Free Workplace Requirements (Awardees who are Individuals)
12. As required by the Drug-Free Workplace Act of 1988, and implemented at 28 CFR Part 67, subpart F, for Awardees as defined at 28 CFR Part 67; Sections 67615 and 67.620-
    A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
    B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to:
        (1) The Grant Administrator identified in the Grant Agreement; and
        (2) D.C. Department of Health, 899 N. Capitol St., NE, Washington, DC 20002 (Attn: DOH Chief – Office of Grants Management) or via doh.grants@dc.gov.

As the duly authorized representative of the Grantee/organization, I hereby certify that the Grantee will comply with the above certifications.

Connecticut Children's Medical Center
Grantee Name

282 Washington Street **City** Hartford **State** CT **Zip Code** 06106
Street Address

CHA-PCCS-CCMC-042013
Application Number and / or Project Name

06-0646755
Grantee IRS/Vendor Number

Signature: (b)(6)

Date: 4/15/13

1. DATE ISSUED: 09/24/2012	2. PROGRAM CFDA: 93.505	
3. SUPERSEDES AWARD NOTICE dated: 08/03/2012 except that any additions or restrictions previously imposed remain in effect unless specifically rescinded.		
4a. AWARD NO.: 4 X02MC23097-01-03	4b. GRANT NO.: X02MC23097	5. FORMER GRANT NO.:
6. PROJECT PERIOD: FROM: 09/30/2011 THROUGH: 09/29/2015		
7. BUDGET PERIOD: FROM: 09/30/2011 THROUGH: 09/29/2014		

U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration

NOTICE OF AWARD
AUTHORIZATION (Legislation/Regulation)
Patient Protection and Affordable Care Act, P.L. 111-148
Social Security Act, Title V, Section 511(b)(42 U.S.C. 701), as amended by the Patient Protection and Affordable Care Act of 2010
Affordable Care Act, P.L. 111-148
Social Security Act, Title V, Section 511 (42 U.S.C. §701), as amended by Section 2951 of the Patient Protection and Affordable Care Act of 2010 (Public Law 111-148)
Social Security Act, Title V, Section 511 (42 U.S.C. §711), as amended by Section 2951 of the Patient Protection and Affordable Care Act of 2010 (P.L. 111-148).

8. TITLE OF PROJECT (OR PROGRAM): Affordable Care Act (ACA) Maternal, Infant and Early Childhood Home Visiting Program

9. GRANTEE NAME AND ADDRESS:
District of Columbia Department of Health
Division Line: Department of Health / Office of the Director
899 N. Capitol Street, NE
Washington, DC 20002-4210
DUNS NUMBER:
106731248

10. DIRECTOR: (PROGRAM DIRECTOR/PRINCIPAL INVESTIGATOR)
Zaneta Brown
District of Columbia Department of Health
899 N Capitol St NE
Washington, DC 20002-4263

11.APPROVED BUDGET:(Excludes Direct Assistance)

[X] Grant Funds Only

[ ] Total project costs including grant funds and all other financial participation

a . Salaries and Wages :	$139,347.00
b . Fringe Benefits :	$33,443.00
c . Total Personnel Costs :	$172,790.00
d . Consultant Costs :	$0.00
e . Equipment :	$0.00
f . Supplies :	$0.00
g . Travel :	$0.00
h . Construction/Alteration and Renovation :	$0.00
i . Other :	$1,086,394.00
j . Consortium/Contractual Costs :	$740,816.00
k . Trainee Related Expenses :	$0.00
l . Trainee Stipends :	$0.00
m . Trainee Tuition and Fees :	$0.00
n . Trainee Travel :	$0.00
o . TOTAL DIRECT COSTS :	$2,000,000.00
p . INDIRECT COSTS (Rate: % of S&W/TADC) :	$0.00
q . TOTAL APPROVED BUDGET :	$2,000,000.00
i. Less Non-Federal Share:	$0.00
ii. Federal Share:	$2,000,000.00

12. AWARD COMPUTATION FOR FINANCIAL ASSISTANCE:

a. Authorized Financial Assistance This Period	**$2,000,000.00**
b. Less Unobligated Balance from Prior Budget Periods	
i. Additional Authority	$0.00
ii. Offset	$0.00
c. Unawarded Balance of Current Year's Funds	$0.00
d. Less Cumulative Prior Awards(s) This Budget Period	$1,000,000.00
e. AMOUNT OF FINANCIAL ASSISTANCE THIS ACTION	**$1,000,000.00**

13. RECOMMENDED FUTURE SUPPORT: (Subject to the availability of funds and satisfactory progress of project)

YEAR	TOTAL COSTS
02	$1,000,000.00

14. APPROVED DIRECT ASSISTANCE BUDGET:(In lieu of cash)

a. Amount of Direct Assistance	$0.00
b. Less Unawarded Balance of Current Year's Funds	$0.00
c. Less Cumulative Prior Awards(s) This Budget Period	$0.00
d. AMOUNT OF DIRECT ASSISTANCE THIS ACTION	**$0.00**

15. PROGRAM INCOME SUBJECT TO 45 CFR Part 74.24 OR 45 CFR 92.25 SHALL BE USED IN ACCORD WITH ONE OF THE FOLLOWING ALTERNATIVES:

A=Addition B=Deduction C=Cost Sharing or Matching D=Other **[B]**

Estimated Program Income: $0.00

16. THIS AWARD IS BASED ON AN APPLICATION SUBMITTED TO, AND AS APPROVED BY HRSA, IS ON THE ABOVE TITLED PROJECT AND IS SUBJECT TO THE TERMS AND CONDITIONS INCORPORATED EITHER DIRECTLY OR BY REFERENCE IN THE FOLLOWING:

a. The grant program legislation cited above. b. The grant program regulation cited above. c. This award notice including terms and conditions, if any, noted below under REMARKS. d. 45 CFR Part 74 or 45 CFR Part 92 as applicable. In the event there are conflicting or otherwise inconsistent policies applicable to the grant, the above order of precedence shall prevail. Acceptance of the grant terms and conditions is acknowledged by the grantee when funds are drawn or otherwise obtained from the grant payment system.

REMARKS: (Other Terms and Conditions Attached **[X]Yes [ ]No**)

The amount of Financial Assistance this action is $1,000,000 and is reflected on line 12 e on this Notice of Award.

Electronically signed by Dorothy Kelley , Grants Management Officer on : 09/24/2012

17. OBJ. CLASS: 41.45	18. CRS-EIN: 1536001131G5	19. FUTURE RECOMMENDED FUNDING: $1,000,000.00

FY-CAN	CFDA	DOCUMENT NO.	AMT. FIN. ASST.	AMT. DIR. ASST.	SUB PROGRAM CODE	SUB ACCOUNT CODE
12 - 3895600	93.505	X02MC23097A0	$1,000,000.00	$0.00		N/A

HRSA Electronic Handbooks (EHBs) Registration Requirements

The Project Director of the grant (listed on this NoA) and the Authorizing Official of the grantee organization are required to register (if not already registered) within HRSA's Electronic Handbooks (EHBs). Registration within HRSA EHBs is required only once for each user for each organization they represent. To complete the registration quickly and efficiently we recommend that you note the 10-digit grant number from box 4b of this NoA. After you have completed the initial registration steps (i.e.,created an individual account and associated it with the correct grantee organization record), be sure to add this grant to your portfolio. This registration in HRSA EHBs is required for submission of noncompeting continuation applications. In addition, you can also use HRSA EHBs to perform other activities such as updating addresses, updating email addresses and submitting certain deliverables electronically. Visit https://grants.hrsa.gov/webexternal/login.asp to use the system. Additional help is available online and/or from the HRSA Call Center at 877-Go4-HRSA/877-464-4772.

Terms and Conditions

Failure to comply with the special remarks and condition(s) may result in a draw down restriction being placed on your Payment Management System account or denial of future funding.

Grant Specific Condition(s)

1. **Due Date: Within 30 Days of Award Issue Date**
   Submit a revised budget justification and 424a budget form which includes the following.

   A listing of all personnel who are contributing to this project by name (if possible), position title, percentage of time, and annual salary. If a person is devoting in-kind service to the project we must know the percent effort and source of funding for that position. Zeneta Brown is listed as the Project Director on the Notice of Award but her name does not appear in the budget narrative. What is her role in the project and who is directing the project.

   The contracts must be explained in more detail by providing a clear explanation as to the purpose of each contract, how the costs were estimated, and describing the specific contract deliverables. The Healthy Families America contract needs all of the above information submitted. The amount requested on page 3 for the HIPPY Contract is $360,000 but the amuont listed on page 6 is $180,000. Please clarify the amount being requested for this conract.

   The funds requested for indirect costs were moved into Other expenses. Please see Program Specific Term 1. The MIECHV grants are to be administered "in the same manner" as the MCH Block Grant which allows no more than 10% of the award amount to be spent on administrative costs. The MCH Block grant does not award indirect costs. Grantees will determine which expenses are "administrative" according to the laws and rules of their states.

Grant Specific Term(s)

1. This Notice of Award is issued based on HRSA's approval of the Non-Competing Continuation (NCC) brief Program Progress Report, budget justification, and 424a budget form submitted through the Electronic Handbooks (EHBs) in August 2012. The implementation of this project and the use of these funds will be dependent upon the submission and approval of the complete Program Progress Report submitted to HRSA through the Electronic Handbooks (EHBs) in January 2013. Instructions for the completion of this progress report will be sent directly to the grantee through EHB. These NCC Progress Reports will be due on a yearly basis.

   Future funding will be based on a redistribution of former EBHV funds as well as expected adjustments to the "under age 5 poverty level.

2. The amount of Financial Assistance this action is $1,000,000 and is reflected in line 12 e on this Notice of Award.

   The amount of funds this action that should be reflected in Other expenses is $86,394.

3. Funds awarded to any sub-contractor, sub-recipient or recipient by the Department of Health and Human Services shall not be expended for research involving human subjects, and individuals shall not be enrolled in such research without an assurance by the Office of Human Research Protections (http://www.hhs.gov/ohrp/about/index.html) that the studies comply with the requirements of 45 CFR Part 46 to protect Human Research subjects. This restriction applies to all collaborating sites without OHRP Approved Assurances, whether domestic or foreign; compliance must be ensured by the awardee.

4. All draw-down of Federal funds from the Payment Management System (PMS) must have approval of the Division of Grants Management Operations. By the 20th of each month, for the upcoming month or no less than 10 days prior to the need for funds, submit a Prior Approval Request (Approval to Draw-Down Funds) for anticipated expenditures, through the Electronic Handbooks (EHB). Attach the signed SF-270 to the request, along with documentation to substantiate the request for funds.
   Form SF-270 is available at http://www.whitehouse.gov/omb/grants/grants_forms.html.

Program Specific Term(s)

1. No more than 10 percent of the award amount may be spent on administrative expenditures. The requirements of the Social Security Act, §504(d) (relating to a limitation on administrative expenditures) apply to this award. Of the amounts paid to a state under §503 from an allotment for a fiscal year under §502(c), not more than 10 percent may be used for administering the funds paid under such section.

   Per §511 [42 U.S.C 711] (i)(2)(C) of the Social Security Act, MIECHV grants need to be administered "in the same manner" as the MCH Block Grant. The administration of the MCH Block Grant is governed by 45 CFR Part 96 which states that "a State shall obligate and expend block grant funds in accordance with the laws and procedures applicable to the obligation and expenditure of its own funds" (45 CFR 96.30 (a)). In consequence, grantees will determine which expenses are "administrative" according to the laws and rules of their states.

2. Attendance is required at a two to three-day all-grantees meeting initiated by the Health Resources and Services Administration's Division of Home Visiting and Early Childhood Systems, to be held in the Washington, DC area.

3. The grantee must submit an updated CQI plan on an annual basis into the Electronic Handbooks throughout the grant period. The grantee will work with the Health Resources and Services Administration throughout the grant period to review and update its CQI plan. Grantee will make modifications to the CQI plan in accordance with guidance provided through consultation with HRSA.
4. The grantee must submit a data collection plan, which articulates the following: persons responsible for collecting data; data source; frequency of data collection; how data will be collected; the selection and implementation of a local data system; a strategy for ensuring the quality of data collection and analysis; a plan for analyzing the data; a plan for gathering and analyzing demographic and service-utilization data on families served; a strategy for using benchmark data for CQI at the local program level and community level; and, a plan for data safety and monitoring. An update plan must be submitted on an annual basis throughout the life of the grant.
5. Grantees must participate in regular monitoring activities with their Health Resources and Services Administration Regional Project Officers. These monitoring activities will include emails, site visits, and monthly and as-needed conference calls. Topics covered will include fiscal operations, administration, program activities, technical assistance, and evaluation procedures.
6. Attendance is required at a two to three-day Health Resources and Services Administration regional meeting initiated by the Federal Project Officer identified on the Notice of Award.

7. Funds provided to an eligible entity receiving a grant shall supplement, and not supplant, funds from other sources for early childhood home visitation program or initiatives. The grantee must agree to maintain non-federal funding (State Grant Funds) for grant activities at a level which is not less than expenditures for such activities as of the most recently completed fiscal year.

8. All post award requests, such as significant budget revisions, change of Project Director or change in scope, must be submitted as a Prior Approval action via the Electronic Handbooks (EHBs) and approved by HRSA prior to implementation.
9. The MIHOPE project—led by the Administration for Children and Families in collaboration with the Health Resources and Services Administration—is the legislatively mandated national evaluation of the Home Visiting program. This evaluation will provide information about the effectiveness of the MIECHV program in improving outcomes for children and families. The grantee has assured participation in any national evaluation activities, if selected to participate.

Reporting Requirement(s)

1. **Due Date: Within 120 Days of Award Issue Date**
   The grantee must submit a Performance Report within 120 days after receipt of the NoA. This report should include completing the financial forms, project abstract, grant summary and performance measures. The performance report must be submitted using the Electronic Handbook (EHB).
2. **Due Date: 10/30/2012**
   Grantees will provide demographic, service utilization and benchmark area-related data into the MCHB Discretionary Grant Information System (DGIS). The demographic and service utilization data report will include: an unduplicated count of enrollees; selected characteristics by race and ethnicity; socioeconomic data; other demographics; numbers of enrolled from priority populations; and, service utilization across all models. The benchmark data report will include an update of data collected for all constructs within each of the six benchmark areas. The benchmark data report will also provide the following information: the name of the benchmark and construct; the performance measure; the

operational definition; the measurement tool utilized; rationale for the measure; the reporting period value; and, the definition of improvement. **Failure to comply with these reporting requirements will result in deferral or additional restrictions of future funding decisions.**

All prior terms and conditions remain in effect unless specifically removed.

Contacts

NoA Email Address(es):

Name	Role	Email
Zaneta Brown	Program Director	edwina.davis@dc.gov

Note: NoA emailed to these address(es)

Program Contact:

For assistance on programmatic issues, please contact Monique Fountain-Hanna at:
HRSA/MCHB/DCAFH/PRD
150 S Independence Mall W
Philadelphia, PA, 19106-3413
Email: Mfountain@hrsa.gov
Phone: (215) 861-4393
Fax: (215) 861-4385

Division of Grants Management Operations:

For assistance on grant administration issues, please contact Mickey Reynolds at:
HRSA/OFAM/DGMO
5600 Fishers Lane
RM 11-103
Rockville, MD, 20857-0001
Email: mreynolds@hrsa.gov
Phone: (301) 443-0724
Fax: (301) 594-4073

1. DATE ISSUED: 08/29/2013	2. PROGRAM CFDA: 93.505	
3. SUPERSEDES AWARD NOTICE dated: except that any additions or restrictions previously imposed remain in effect unless specifically rescinded.		
4a. AWARD NO.: 1 X02MC26312-01-00	4b. GRANT NO.: X02MC26312	5. FORMER GRANT NO.:
6. PROJECT PERIOD: FROM: 09/01/2013 THROUGH: 09/30/2015		
7. BUDGET PERIOD: FROM: 09/01/2013 THROUGH: 09/30/2015		

U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration

NOTICE OF AWARD
AUTHORIZATION (Legislation/Regulation)
Patient Protection and Affordable Care Act, P.L. 111-148
Social Security Act, Title V, Section 511(b)(42 U.S.C. 701), as amended by the Patient Protection and Affordable Care Act of 2010
Affordable Care Act, P.L. 111-148
Social Security Act, Title V, Section 511 (42 U.S.C. §701), as amended by Section 2951 of the Patient Protection and Affordable Care Act of 2010 (Public Law 111-148)
Social Security Act, Title V, Section 511 (42 U.S.C. §711), as amended by Section 2951 of the Patient Protection and Affordable Care Act of 2010 (P.L. 111-148).

8. TITLE OF PROJECT (OR PROGRAM): Affordable Care Act (ACA) Maternal, Infant and Early Childhood Home Visiting Program

9. GRANTEE NAME AND ADDRESS:
DISTRICT OF COLUMBIA, GOVERNMENT OF
899 N Capitol St NE
Washington, DC 20002-4263
DUNS NUMBER:
106731248

10. DIRECTOR: (PROGRAM DIRECTOR/PRINCIPAL INVESTIGATOR)
Vinetta Freeman
DISTRICT OF COLUMBIA, GOVERNMENT OF
899 North Capitol Street NE
Washington, DC 20002-4210

11.APPROVED BUDGET:(Excludes Direct Assistance)
[X] Grant Funds Only
[ ] Total project costs including grant funds and all other financial participation

a . Salaries and Wages :	$134,865.00
b . Fringe Benefits :	$29,938.00
c . Total Personnel Costs :	$164,803.00
d . Consultant Costs :	$0.00
e . Equipment :	$0.00
f . Supplies :	$2,016.00
g . Travel :	$6,813.00
h . Construction/Alteration and Renovation :	$0.00
i . Other :	$0.00
j . Consortium/Contractual Costs :	$743,966.00
k . Trainee Related Expenses :	$0.00
l . Trainee Stipends :	$0.00
m . Trainee Tuition and Fees :	$0.00
n . Trainee Travel :	$0.00
o . TOTAL DIRECT COSTS :	$917,598.00
p . INDIRECT COSTS (Rate: % of S&W/TADC) :	$82,402.00
q . TOTAL APPROVED BUDGET :	$1,000,000.00
i. Less Non-Federal Share:	$0.00
ii. Federal Share:	$1,000,000.00

12. AWARD COMPUTATION FOR FINANCIAL ASSISTANCE:

a. Authorized Financial Assistance This Period	**$1,000,000.00**
b. Less Unobligated Balance from Prior Budget Periods	
i. Additional Authority	$0.00
ii. Offset	$0.00
c. Unawarded Balance of Current Year's Funds	$0.00
d. Less Cumulative Prior Awards(s) This Budget Period	$0.00
e. AMOUNT OF FINANCIAL ASSISTANCE THIS ACTION	**$1,000,000.00**

13. RECOMMENDED FUTURE SUPPORT: (Subject to the availability of funds and satisfactory progress of project)

YEAR	TOTAL COSTS
Not applicable	

14. APPROVED DIRECT ASSISTANCE BUDGET:(In lieu of cash)

a. Amount of Direct Assistance	$0.00
b. Less Unawarded Balance of Current Year's Funds	$0.00
c. Less Cumulative Prior Awards(s) This Budget Period	$0.00
d. AMOUNT OF DIRECT ASSISTANCE THIS ACTION	**$0.00**

15. PROGRAM INCOME SUBJECT TO 45 CFR Part 74.24 OR 45 CFR 92.25 SHALL BE USED IN ACCORD WITH ONE OF THE FOLLOWING ALTERNATIVES:
A=Addition B=Deduction C=Cost Sharing or Matching D=Other **[A]**
Estimated Program Income: $0.00

16. THIS AWARD IS BASED ON AN APPLICATION SUBMITTED TO, AND AS APPROVED BY HRSA, IS ON THE ABOVE TITLED PROJECT AND IS SUBJECT TO THE TERMS AND CONDITIONS INCORPORATED EITHER DIRECTLY OR BY REFERENCE IN THE FOLLOWING:
a. The grant program legislation cited above. b. The grant program regulation cited above. c. This award notice including terms and conditions, if any, noted below under REMARKS. d. 45 CFR Part 74 or 45 CFR Part 92 as applicable. In the event there are conflicting or otherwise inconsistent policies applicable to the grant, the above order of precedence shall prevail. Acceptance of the grant terms and conditions is acknowledged by the grantee when funds are drawn or otherwise obtained from the grant payment system.

REMARKS: (Other Terms and Conditions Attached **[X]Yes [ ]No**)

Please see Grant Specific Term 16 which explains why this grant is on Manual Draw Down Restriction.

Electronically signed by Dorothy Kelley , Grants Management Officer on : 08/29/2013

17. OBJ. CLASS: 41.45	18. CRS-EIN: 1536001131G5	19. FUTURE RECOMMENDED FUNDING: $0.00

FY-CAN	CFDA	DOCUMENT NO.	AMT. FIN. ASST.	AMT. DIR. ASST.	SUB PROGRAM CODE	SUB ACCOUNT CODE
13 - 3895604	93.505	13X02MC26312AC	$1,000,000.00	$0.00		HV-13-FORM

HRSA Electronic Handbooks (EHBs) Registration Requirements

The Project Director of the grant (listed on this NoA) and the Authorizing Official of the grantee organization are required to register (if not already registered) within HRSA's Electronic Handbooks (EHBs). Registration within HRSA EHBs is required only once for each user for each organization they represent. To complete the registration quickly and efficiently we recommend that you note the 10-digit grant number from box 4b of this NoA. After you have completed the initial registration steps (i.e.,created an individual account and associated it with the correct grantee organization record), be sure to add this grant to your portfolio. This registration in HRSA EHBs is required for submission of noncompeting continuation applications. In addition, you can also use HRSA EHBs to perform other activities such as updating addresses, updating email addresses and submitting certain deliverables electronically. Visit https://grants.hrsa.gov/webexternal/login.asp to use the system. Additional help is available online and/or from the HRSA Call Center at 877-Go4-HRSA/877-464-4772.

Terms and Conditions

Failure to comply with the special remarks and condition(s) may result in a draw down restriction being placed on your Payment Management System account or denial of future funding.

Grant Specific Condition(s)

1. **Due Date: Within 30 Days of Award Issue Date**
   Submit a revised budget justification which shows how the adjusted funds will be used.

   The indirect costs were recalculated by using the Indirect Cost Rate agreement which specifies that the rate of 50% should be charged on salary and wages and fringe benefits only. The correct amount of indirect costs is $82,402. The remaining costs $17,598 were placed in Contractual so that budget category will have to be adjusted to show how the additional funds will be used.

   Please see Grant Specific Term #16 which indicates that this grant will continue to be on draw down restriction.

Grant Specific Term(s)

1. **No more than 10 percent of the award amount may be spent on costs associated with administering the award.** The requirements of the Social Security Act, §504(d) (relating to a limitation on administrative expenditures) apply to this award. Of the amounts paid to a state under §503 from an allotment for a fiscal year under §502(c), not more than 10 percent may be used for administering the funds paid under such section.
   Per §511 [42 U.S.C 711] (i)(2)(C) of the Social Security Act, MIECHV grants need to be administered "in the same manner" as the MCH Block Grant. The administration of the MCH Block Grant is governed by 45 CFR Part 96 which states that "a State shall obligate and expend block grant funds in accordance with the laws and procedures applicable to the obligation and expenditure of its own funds" (45 CFR 96.30 (a)). In consequence, grantees will determine which expenses are "administrative" according to the laws and rules of their states.
2. Attendance is required at a two to three-day all-grantees meeting initiated by the Health Resources and Services Administration's Division of Home Visiting and Early Childhood Systems, to be held in the Washington, DC area.
3. An approved performance measurement system and data collection plan must be in place prior to program implementation. The grantee is expected to work with the Health Resources and Services Administration on an ongoing basis throughout the grant period to complete the development of operationally defined performance measures for each benchmark area and the specification of data collection processes in order to support program accountability and future ongoing quality improvement.
4. The grantee must submit an updated CQI plan on an annual basis into the Electronic Handbooks throughout the grant period. The grantee will work with the Health Resources and Services Administration throughout the grant period to review and update its CQI plan. Grantee will make modifications to the CQI plan in accordance with guidance provided through consultation with HRSA.
5. The MIHOPE project—led by the Administration for Children and Families in collaboration with the Health Resources and Services Administration—is the legislatively mandated national evaluation of the Home Visiting program. This evaluation will provide information about the effectiveness of the MIECHV program in improving outcomes for children and families. The grantee has assured participation in any national evaluation activities, if selected to participate.
6. The grantee must submit a data collection plan, which articulates the following: persons responsible for collecting data; data source; frequency of data collection; how data will be collected; the selection and implementation of a local data system; a strategy for ensuring the quality of data collection and analysis; a plan for analyzing the data; a plan for gathering and analyzing demographic and service-utilization data on families served; a strategy for using benchmark data for CQI at the local program level and community level; and, a plan for data safety and monitoring. An update plan must be submitted on an annual basis throughout the life of the grant.
7. Funds provided to an eligible entity receiving a grant shall supplement, and not supplant, funds from other sources for early childhood home

visitation program or initiatives. The grantee must agree to maintain non-federal funding (State Grant Funds) for grant activities at a level which is not less than expenditures for such activities as of the most recently completed fiscal year.

8. Grantees must participate in regular monitoring activities with their Health Resources and Services Administration Regional Project Officers. These monitoring activities will include emails, site visits, and conference calls (as needed). Topics covered will include fiscal operations, administration, program activities, technical assistance, and evaluation procedures.
9. As required by the Federal Funding Accountability and Transparency Act of 2006 (Pub. L. 109–282), as amended by section 6202 of Public Law 110–252, recipients must report information for each subaward of $25,000 or more in Federal funds and executive total compensation as outlined in Appendix A to 2 CFR Part 170 (http://www.hrsa.gov/grants/ffata.html). Subawards to individuals are exempt from these requirements.
10. Attendance is required at a two to three-day Health Resources and Services Administration regional meeting initiated by the Federal Project Officer identified on the Notice of Award.
11. Funds awarded to any sub-contractor, sub-recipient or recipient by the Department of Health and Human Services shall not be expended for research involving human subjects, and individuals shall not be enrolled in such research without an assurance by the Office of Human Research Protections (http://www.hhs.gov/ohrp/about/index.html) that the studies comply with the requirements of 45 CFR Part 46 to protect Human Research subjects. This restriction applies to all collaborating sites without OHRP Approved Assurances, whether domestic or foreign; compliance must be ensured by the awardee.
12. All post award requests, such as significant budget revisions, change of Project Director or change in scope, must be submitted as a Prior Approval action via the Electronic Handbooks (EHBs) and approved by HRSA prior to implementation.
13. Requirements for DUNS numbers: you must notify potential subrecipients that no entity may receive a subaward from you unless the entity has provided its DUNS number to you. You may not make a subaward to an entity unless the entity has provided its DUNS number to you.
14. Promising approaches must be evaluated through well-designed and rigorous process. Grantees implementing promising approaches must submit an evaluation plan and will make modifications to the evaluation plan in accordance with guidance provided through consultation with Health Resources and Services Administration and Administration for Children and Families. Final evaluation plans must be submitted within 120 days after receipt of original award.
15. Per statute, funds made available to a grantee for a fiscal year shall remain available for expenditure by the grantee through the end of the second succeeding fiscal year after award. Funds awarded during Federal fiscal year 2013 (10/1/12 – 9/30/13) that have not been expended prior to September 30, 2015 will be deobligated. They may not be carried over into a subsequent fiscal year.
16. As a result of an A-133 audit in which the auditors found material non-compliance issues and lack of internal controls over federal programs, all drawdown of Federal funds from the Payment Management System (PMS) concerning this grant must have approval of the Grants Management Officer before funds are drawn. Beginning immediately, by the 20th of each month or a minimum of 10 days before funds are needed, an original signed SF 270 must be submitted and subsequently approved for anticipated expenditures, along with documentation to substantiate the request. This restriction is expected to be temporary, pending resolution of the above concerns by your organization. HRSA will determine when such resolution has occurred, and will notify the grantee in writing when the restriction has been lifted. Form SF 270 is available at http://www.whitehouse.gov/omb/grants/grants_forms.html.

Standard Term(s)

1. Recipients must comply with all terms and conditions outlined in their grant award, including grant policy terms and conditions outlined in applicable Department of Health and Human Services (HHS) Grants Policy Statements, and requirements imposed by program statutes and regulations and HHS grant administration regulations, as applicable; as well as any requirements or limitations in any applicable appropriations acts.
2. All discretionary awards issued by HRSA on or after October 1, 2006, are subject to the HHS Grants Policy Statement (HHS GPS) unless otherwise noted in the Notice of Award (NoA). Parts I through III of the HHS GPS are currently available at ftp://ftp.hrsa.gov/grants/hhsgrantspolicystatement.pdf. Please note that the Terms and Conditions explicitly noted in the award and the HHS GPS are in effect.
3. Recipients and sub-recipients of Federal funds are subject to the strictures of the Medicare and Medicaid anti-kickback statute (42 U.S.C.

1320a - 7b(b) and should be cognizant of the risk of criminal and administrative liability under this statute, specifically under 42 U.S.C. 1320 7b(b) Illegal remunerations which states, in part, that whoever knowingly and willfully: (A) Solicits or receives (or offers or pays) any remuneration (including kickback, bribe, or rebate) directly or indirectly, overtly or covertly, in cash or in kind, in return for referring (or to induce such person to refer) an individual to a person for the furnishing or arranging for the furnishing of any item or service, OR (B) In return for purchasing, leasing, ordering, or recommending purchasing, leasing, or ordering, or to purchase, lease, or order, any goods, facility, services, or item ....For which payment may be made in whole or in part under subchapter XIII of this chapter or a State health care program, shall be guilty of a felony and upon conviction thereof, shall be fined not more than $25,000 or imprisoned for not more than five years, or both.

4. Items that require prior approval from the awarding office as indicated in 45 CFR Part 74.25 [Note: 74.25 (d) HRSA has not waived cost-related or administrative prior approvals for recipients unless specifically stated on this Notice of Award] or 45 CFR Part 92.30 must be submitted in writing to the Grants Management Officer (GMO). Only responses to prior approval requests signed by the GMO are considered valid. Grantees who take action on the basis of responses from other officials do so at their own risk. Such responses will not be considered binding by or upon the HRSA.
   In addition to the prior approval requirements identified in Part 74.25, HRSA requires grantees to seek prior approval for significant rebudgeting of project costs. Significant rebudgeting occurs when, under a grant where the Federal share exceeds $100,000, cumulative transfers among direct cost budget categories for the current budget period exceed 25 percent of the total approved budget (inclusive of direct and indirect costs and Federal funds and required matching or cost sharing) for that budget period or $250,000, whichever is less. For example, under a grant in which the Federal share for a budget period is $200,000, if the total approved budget is $300,000, cumulative changes within that budget period exceeding $75,000 would require prior approval). For recipients subject to 45 CFR Part 92, this requirement is in lieu of that in 45 CFR 92.30(c)(1)(ii) which permits an agency to require prior approval for specified cumulative transfers within a grantee's approved budget. [Note, even if a grantee's proposed rebudgeting of costs falls below the significant rebudgeting threshold identified above, grantees are still required to request prior approval, if some or all of the rebudgeting reflects either a change in scope, a proposed purchase of a unit of equipment exceeding $25,000 (if not included in the approved application) or other prior approval action identified in Parts 74.25 and 92.30 unless HRSA has specifically exempted the grantee from the requirement(s).]
5. Payments under this award will be made available through the DHHS Payment Management System (PMS). PMS is administered by the Division of Payment Management, Financial Management Services, Program Support Center, which will forward instructions for obtaining payments. Inquiries regarding payments should be directed to: ONE-DHHS Help Desk for PMS Support at 1-877-614-5533 or PMSSupport@psc.hhs.gov. For additional information please visit the Division of Payment Management Website at www.DPM.PSC.GOV.
6. The DHHS Inspector General maintains a toll-free hotline for receiving information concerning fraud, waste, or abuse under grants and cooperative agreements. Such reports are kept confidential and callers may decline to give their names if they choose to remain anonymous. Contact: Office of Inspector General, Department of Health and Human Services, Attention: HOTLINE, 330 Independence Avenue Southwest, Cohen Building, Room 5140, Washington, D. C. 20201, Email: Htips@os.dhhs.gov or Telephone: 1-800-447-8477 (1-800-HHS-TIPS).
7. Submit audits, if required, in accordance with OMB Circular A-133, to: Federal Audit Clearinghouse Bureau of the Census 1201 East 10th Street Jefferson, IN 47132 PHONE: (310) 457-1551, (800)253-0696 toll free http://harvester.census.gov/sac/facconta.htm
8. EO 13166, August 11, 2000, requires recipients receiving Federal financial assistance to take steps to ensure that people with limited English proficiency can meaningfully access health and social services. A program of language assistance should provide for effective communication between the service provider and the person with limited English proficiency to facilitate participation in, and meaningful access to, services. The obligations of recipients are explained on the OCR website at http://www.hhs.gov/ocr/lep/revisedlep.html.
9. This award is subject to the requirements of Section 106 (g) of the Trafficking Victims Protection Act of 2000,as amended (22 U.S.C. 7104). For the full text of the award term, go to http://www.hrsa.gov/grants/trafficking.htm. If you are unable to access this link, please contact the Grants Management Specialist identified in this Notice of Award to obtain a copy of the Term.
10. To serve persons most in need and to comply with Federal law, services must be widely accessible. Services must not discriminate on the basis of age, disability, sex, race, color, national origin or religion. The HHS Office for Civil Rights provides guidance to grant and cooperative agreement recipients on complying with civil rights laws that prohibit discrimination on these bases. Please see http://www.hhs.gov/ocr/civilrights/understanding/index.html. HHS also provides specific guidance for recipients on meeting their legal obligation under Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin in programs and activities that receive Federal financial assistance (P. L. 88-352, as amended and 45 CFR Part 80). In some instances a recipient's failure to provide language assistance services may have the effect of discriminating against persons on the basis of their national origin. Please see http://www.hhs.gov/ocr/civilrights/resources/laws/revisedlep.html to learn more about the Title VI requirement for grant and cooperative agreement recipients to take reasonable steps to provide meaningful access to their programs and activities by persons with limited English proficiency.
11. Important Notice: The Central Contractor registry (CCR) has been replaced. The General Services Administration has moved the CCR to the System for Award Management (SAM) on July 30, 2012. To learn more about SAM please visit https://www.sam.gov.

    It is incumbent that you, as the recipient, maintain the accuracy/currency of your information in the SAM at all times during which your entity

has an active award or an application or plan under consideration by HRSA, unless your entity is exempt from this requirement under 2 CFR 25.110. Additionally, this term requires your entity to review and update the information at least annually after the initial registration, and more frequently if required by changes in your information. This requirement flows down to subrecipients. Note: SAM information must be updated at least every 12 months to remain active (for both grantees and sub-recipients). Grants.gov will reject submissions from applicants with expired registrations. It is advisable that you do not wait until the last minute to register in SAM or update your information. According to the SAM Quick Guide for Grantees (https://www.sam.gov/sam/transcript/SAM_Quick_Guide_Grants_Registrations-v1.6.pdf), an entity's registration will become active after 3-5 days. Therefore, check for active registration well before the application deadline.

Reporting Requirement(s)

1. **Due Date: Within 120 Days of Award Issue Date**
   The grantee must submit a Performance Report within 120 days after receipt of the NoA. This report should include completing the financial forms, project abstract, grant summary and performance measures. The performance report must be submitted using the Electronic Handbook (EHB).
2. **Due Date: 10/30/2014**
   Grantees will provide demographic, service utilization and benchmark area-related data into the MCHB Discretionary Grant Information System (DGIS) no later than October 30, 2014. The demographic and service utilization data report will include: an unduplicated count of enrollees; selected characteristics by race and ethnicity; socioeconomic data; other demographics; numbers of enrolled from priority populations; and, service utilization across all models. The benchmark data report will include an update of data collected for all constructs within each of the six benchmark areas. The benchmark data report will also provide the following information: the name of the benchmark and construct; the performance measure; the operational definition; the measurement tool utilized; rationale for the measure; the reporting period value; and, the definition of improvement.
3. **Due Date: Within 90 Days of Project End Date**
   Grantees must submit a final progress report within 90 days of the end of grant support. The final report will collect program-specific goals and progress on strategies; core performance measurement data; impact of the overall project; the degree to which the grantee achieved the mission, goal and strategies outlined in the program; grantee objectives and accomplishments; barriers encountered; and responses to summary questions regarding the grantee's overall experiences over the entire project period. The final report must be submitted through the HRSA Electronic Handbooks (EHBs). Failure to submit timely and accurate final reports may affect future funding to the organization or awards with the same program director. Grantees will receive notification regarding final reporting through HRSA EHBs 3-5 months prior to the due date.
4. **Due Date: 01/30/2015**
   The grantee must submit a Federal Financial Report (FFR) no later than January 30, 2015. The report should reflect cumulative reporting within the project period and must be submitted using the Electronic Handbooks (EHBs).

Failure to comply with these reporting requirements will result in deferral or additional restrictions of future funding decisions.

Contacts

NoA Email Address(es):

Name	Role	Email
Clara Mclaughlin	Authorizing Official	clara.mclaughlin@dc.gov
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1. DATE ISSUED: 08/22/2013	**2. PROGRAM CFDA:** 93.505	
3. SUPERSEDES AWARD NOTICE dated: 05/17/2013 except that any additions or restrictions previously imposed remain in effect unless specifically rescinded.		
4a. AWARD NO.: 6 D89MC25207-01-03	**4b. GRANT NO.:** D89MC25207	**5. FORMER GRANT NO.:**
6. PROJECT PERIOD: **FROM:** 09/30/2012 **THROUGH:** 09/30/2015		
7. BUDGET PERIOD: **FROM:** 09/30/2012 **THROUGH:** 09/29/2014		

U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration

NOTICE OF AWARD
AUTHORIZATION (Legislation/Regulation)
Social Security Act, Title V, Section 511 (42 U.S.C. §701), as amended by Section 2951 of the Patient Protection and Affordable Care Act of 2010 (Public Law 111-148)
Social Security Act, Title V, §511 (42 U.S.C. §711), as amended by the Patient Protection and Affordable Care Act, §2951 (P.L. 111-148).

8. TITLE OF PROJECT (OR PROGRAM): Affordable Care Act - Maternal, Infant and Early Childhood Home Visiting Program

9. GRANTEE NAME AND ADDRESS:
DISTRICT OF COLUMBIA, GOVERNMENT OF
899 N Capitol St NE
Washington, DC 20002-4263
DUNS NUMBER:
106731248

10. DIRECTOR: (PROGRAM DIRECTOR/PRINCIPAL INVESTIGATOR)
Vinetta Freeman
DISTRICT OF COLUMBIA, GOVERNMENT OF
899 N Capitol St NE
Washington, DC 20002-4263

11.APPROVED BUDGET:(Excludes Direct Assistance)
[X] Grant Funds Only
[ ] Total project costs including grant funds and all other financial participation

a . Salaries and Wages :	$217,803.00
b . Fringe Benefits :	$49,820.00
c . Total Personnel Costs :	$267,623.00
d . Consultant Costs :	$0.00
e . Equipment :	$0.00
f . Supplies :	$1,330.00
g . Travel :	$6,288.00
h . Construction/Alteration and Renovation :	$0.00
i . Other :	$133,811.00
j . Consortium/Contractual Costs :	$1,840,948.00
k . Trainee Related Expenses :	$0.00
l . Trainee Stipends :	$0.00
m . Trainee Tuition and Fees :	$0.00
n . Trainee Travel :	$0.00
o . TOTAL DIRECT COSTS :	$2,250,000.00
p . INDIRECT COSTS (Rate: % of S&W/TADC) :	$0.00
q . TOTAL APPROVED BUDGET :	$2,250,000.00
i. Less Non-Federal Share:	$0.00
ii. Federal Share:	$2,250,000.00

12. AWARD COMPUTATION FOR FINANCIAL ASSISTANCE:

a. Authorized Financial Assistance This Period	**$2,250,000.00**
b. Less Unobligated Balance from Prior Budget Periods	
i. Additional Authority	$0.00
ii. Offset	$0.00
c. Unawarded Balance of Current Year's Funds	$0.00
d. Less Cumulative Prior Awards(s) This Budget Period	$2,250,000.00
e. AMOUNT OF FINANCIAL ASSISTANCE THIS ACTION	**$0.00**

13. RECOMMENDED FUTURE SUPPORT: (Subject to the availability of funds and satisfactory progress of project)

YEAR	TOTAL COSTS
02	$2,250,000.00

14. APPROVED DIRECT ASSISTANCE BUDGET:(In lieu of cash)

a. Amount of Direct Assistance	$0.00
b. Less Unawarded Balance of Current Year's Funds	$0.00
c. Less Cumulative Prior Awards(s) This Budget Period	$0.00
d. AMOUNT OF DIRECT ASSISTANCE THIS ACTION	**$0.00**

15. PROGRAM INCOME SUBJECT TO 45 CFR Part 74.24 OR 45 CFR 92.25 SHALL BE USED IN ACCORD WITH ONE OF THE FOLLOWING ALTERNATIVES:
A=Addition B=Deduction C=Cost Sharing or Matching D=Other **[A]**
Estimated Program Income: $2,250,000.00

16. THIS AWARD IS BASED ON AN APPLICATION SUBMITTED TO, AND AS APPROVED BY HRSA, IS ON THE ABOVE TITLED PROJECT AND IS SUBJECT TO THE TERMS AND CONDITIONS INCORPORATED EITHER DIRECTLY OR BY REFERENCE IN THE FOLLOWING:
a. The grant program legislation cited above. b. The grant program regulation cited above. c. This award notice including terms and conditions, if any, noted below under REMARKS. d. 45 CFR Part 74 or 45 CFR Part 92 as applicable. In the event there are conflicting or otherwise inconsistent policies applicable to the grant, the above order of precedence shall prevail. Acceptance of the grant terms and conditions is acknowledged by the grantee when funds are drawn or otherwise obtained from the grant payment system.

REMARKS: (Other Terms and Conditions Attached **[X]Yes [ ]No**)
This NoA is issued to remove one Grant Condition imposed on projects.

Electronically signed by Mickey Reynolds , Grants Management Officer on : 08/22/2013

17. OBJ. CLASS: 41.51	**18. CRS-EIN:** 1536001131G5	**19. FUTURE RECOMMENDED FUNDING:** $0.00

FY-CAN	CFDA	DOCUMENT NO.	AMT. FIN. ASST.	AMT. DIR. ASST.	SUB PROGRAM CODE	SUB ACCOUNT CODE
12 - 3895600	93.505	D89MC25207A0	$0.00	$0.00		N/A

HRSA Electronic Handbooks (EHBs) Registration Requirements

The Project Director of the grant (listed on this NoA) and the Authorizing Official of the grantee organization are required to register (if not already registered) within HRSA's Electronic Handbooks (EHBs). Registration within HRSA EHBs is required only once for each user for each organization they represent. To complete the registration quickly and efficiently we recommend that you note the 10-digit grant number from box 4b of this NoA. After you have completed the initial registration steps (i.e.,created an individual account and associated it with the correct grantee organization record), be sure to add this grant to your portfolio. This registration in HRSA EHBs is required for submission of noncompeting continuation applications. In addition, you can also use HRSA EHBs to perform other activities such as updating addresses, updating email addresses and submitting certain deliverables electronically. Visit https://grants.hrsa.gov/webexternal/login.asp to use the system. Additional help is available online and/or from the HRSA Call Center at 877-Go4-HRSA/877-464-4772.

Terms and Conditions

Failure to comply with the special remarks and condition(s) may result in a draw down restriction being placed on your Payment Management System account or denial of future funding.

Grant Specific Term(s)

1. The revised budget infromation that was submitted through EHB Other Submissions in response to the Condition of Award has been reviewed and approved. Therefore, the grant condition is hereby lifted.

Reporting Requirement(s)

1. **Due Date: 01/30/2014**
   The grantee must submit a Federal Financial Report (FFR) no later than January 30, 2014. The report should reflect cumulative reporting within the project period and must be submitted using the Electronic Handbooks (EHBs).

Failure to comply with these reporting requirements will result in deferral or additional restrictions of future funding decisions.

All prior terms and conditions remain in effect unless specifically removed.

Contacts

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Vinetta Freeman	Point of Contact	vinetta.freeman3@dc.gov
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Note: NoA emailed to these address(es)

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Fax: (301) 594-4073

EXECUTIVE SUMMARY

PREPARING OUR INFANT AND TODDLER PROFESSIONAL WORKFORCE FOR THE 21ST CENTURY

APRIL 2011

An Action Plan for the District of Columbia

GREAT START DC

The mission of Great Start DC (formerly Pre-K for All DC) is to build public knowledge, public will, and public action in support of a high-quality early care and education system for all children, from birth to age five. Our vision is that the District of Columbia become recognized as a national model for its early care and education system, through which all children receive a successful start in school and in life.

Great Start DC publishes economic analysis, research, and public policy reports that illustrate the benefits of high-quality early education for the District of Columbia — and that connect an informed, engaged public with opportunities to take action on behalf of young children.

BOARD OF DIRECTORS

Carrie L. Thornhill (Chair and CEO)
Maurice Sykes (Second Vice Chair)
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Albert Wat

ACKNOWLEDGMENTS

Great Start DC extends its special thanks to the W. K. Kellogg Foundation, whose generous support has made this work possible.

Great Start DC also wishes to express its appreciation to WestEd and to Dan Bellm, principal writer, for providing their technical expertise in the preparation of this report.

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Great Start DC
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Washington, DC 20001
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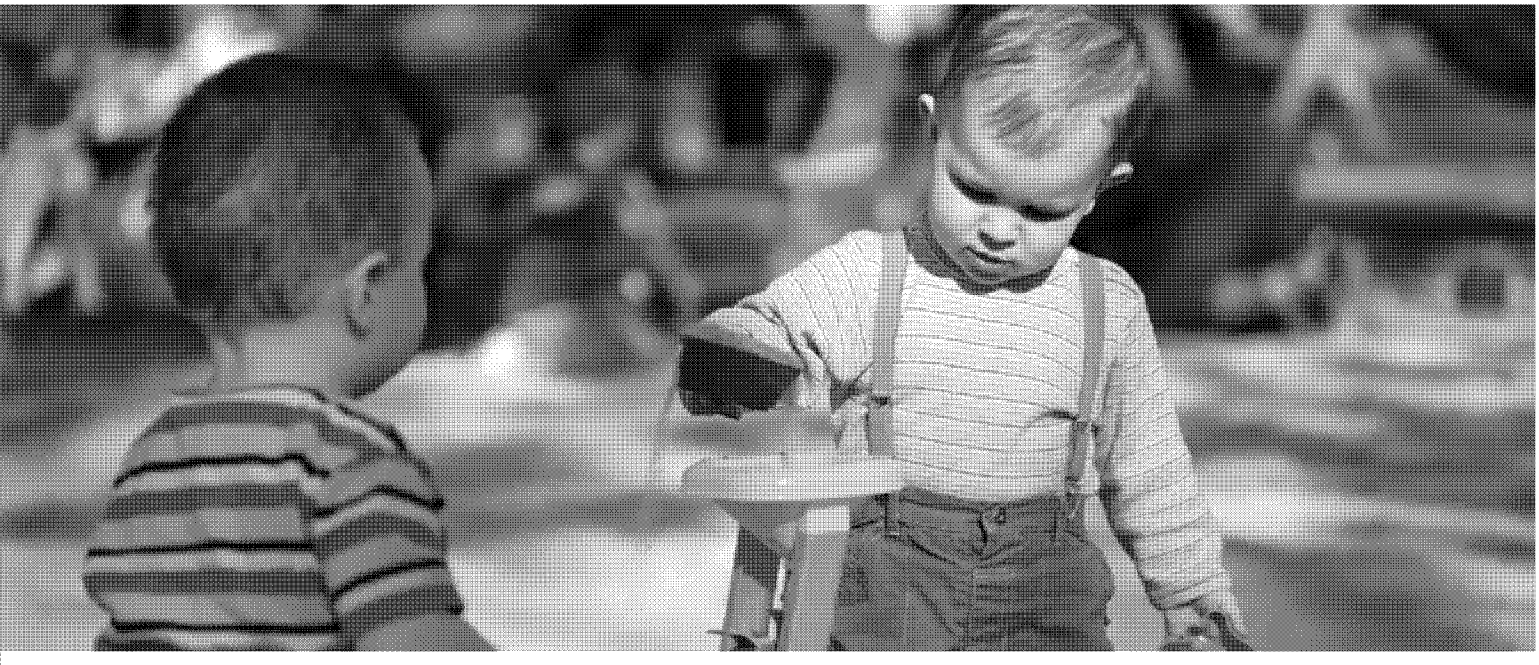
THE IMPORTANCE of High-Quality Care and Education for Infants and Toddlers

The first three years of life are an unparalleled time of growth and discovery. Children are born ready to learn, and the opportunities we provide them during this critical time of physical, emotional, and cognitive development make a lifelong difference in their health, well-being, and education attainment. Healthy early development takes place, above all, in a context of secure and nurturing relationships. Only by forming attachment and trust with caring adults — parents, relatives, teachers, and other caregivers — do children become secure in the world, able to learn and thrive (Shonkoff & Phillips, 2000).

High-quality early care and education (ECE) — which, by definition, is provided by consistent, responsive, and well-trained teachers and other adults who have specialized knowledge and skills — is increasingly recognized as a key ingredient in preparing young children for success in school and life. High-quality early learning environments have repeatedly been shown to close the education achievement gap between children living in poverty (especially children of color) and their more advantaged peers, drastically reducing the need for later intervention and remediation (Heckman, Grunewald, & Reynolds, 2006; RAND Corporation, 2008).

In its commitment to building a comprehensive ECE system for all children, from birth through the early elementary grades, the District of Columbia is emerging as a national leader. As the first stage of building this inclusive framework, the Council of the District of Columbia unanimously passed the Pre-K Enhancement and Expansion Amendment Act of 2008, making access to high-quality pre-kindergarten education available to all 3-year-old and 4-year-old children on a voluntary basis for their families. And in March 2010, the District of Columbia Early Childhood Higher Education Collaborative released *Preparing Our Pre-K Teacher Workforce for the 21st Century: An Action Plan for the District of Columbia.*

The crucial next step, undertaken in this report, is to develop a similar action plan for the District's infant and toddler workforce — those vital, and often under-recognized and under-rewarded, professionals who work with children from birth to age 3. This workforce includes teachers, program directors, assistant directors, mentors, coaches, and other staff working together on behalf of our youngest children.



A NEW VISION of Infant and Toddler Professional Preparation

While concerns about school readiness have focused a great deal of national, state, and local attention on pre-k and kindergarten, it has become ever more clear that "school readiness begins in infancy" (Lally, 2010). Given the lifelong importance of what children experience in their earliest years — what's at stake in terms of their growth, development, and learning outcomes — what does it take for teachers and other professionals to work effectively with our youngest children?

Researchers and practitioners strongly agree on the key elements of skilled practice — often called *core knowledge and competencies* (Honig, 2002; National Association for the Education of Young Children, 2009; Schumacher, 2009a; and Zero to Three, 2008). Professionals working with infants and toddlers need:

- A disposition toward working with very young children;
- Detailed knowledge of child development and learning;
- The ability to create a stimulating, nurturing, and language-rich early learning environment;
- An understanding of relationships and interactions with infants and toddlers;
- Skills in child observation and documentation;
- An understanding of special needs and how to promote inclusion of all children;
- Knowledge of health, nutrition, and safety;
- An understanding of partnership with families;
- Cultural competence in working with diverse children and families;
- Professionalism; and
- Administration and supervision skills for directors and program managers.

Program policies, too, can either support or hinder good practice. The Program for Infant/Toddler Care, a nationally recognized training model developed by the California Department of Education and WestEd, recommends the following practices (Lally, 2009):

- Establish a primary teacher for each child so that one special teacher is principally responsible for the child's care.

» Maintain small groups, allowing for personalized care, the development of intimate relationships, and freedom and safety to move and explore.

» Establish continuity of care, ideally keeping primary teachers and children together throughout the child's enrollment in care.

» Ensure that each child receives personalized care so that the child's needs are met, and choices, preferences, rhythms, and styles respected.

» Establish cultural continuity, being respectful, open, and responsive to all families, and show a keen understanding of the importance of culture in the lives of infants and toddlers.

» Include and support children with special needs, making the benefits of high-quality care available to all children.

Yet, despite growing recognition of the skills and knowledge required for working with very young children, the training and education requirements for the infant and toddler professional workforce remain low throughout the United States. The District likewise sets minimal standards for this vital workforce:

» A lead teacher of infants and toddlers in a District child development center can complete as little as a 90-hour child care certification course and have three years of supervised work experience with children.

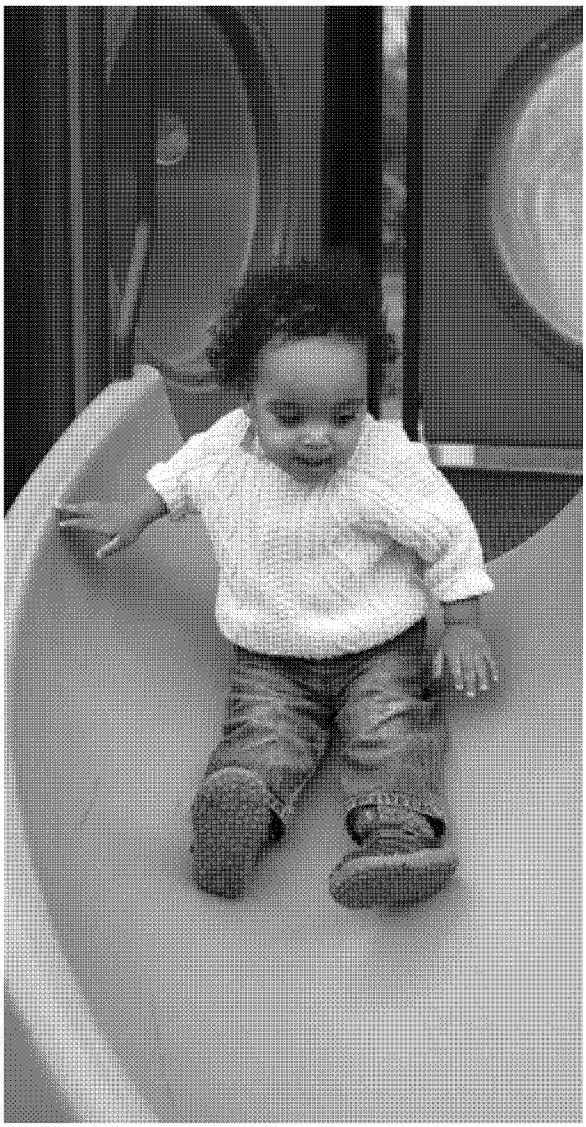
» An assistant teacher can complete as little as a high school diploma or a GED certificate and have one year of supervised work experience with children.[1]

» Center-based teaching staff must also complete at least 18 hours per year of approved continuing education in early childhood education or child development.

» A director of a District child development center must obtain a District of Columbia Director Credential (or an equivalent credential from another jurisdiction) and have five years of supervised experience working with children.

» A licensed family child care provider need only be 18 years of age or older, hold a high school diploma or a GED certificate, and complete a minimum of 9 hours per year of approved training in child development, as well as receive an annual regulatory compliance review.

How, then, can we ensure that infant and toddler teaching professionals acquire the knowledge and skills they need? Research increasingly shows that professional preparation in this field requires far more than a series of workshops and/or training sessions. Training that follows a coherent professional pathway, preferably leading to a credential or a higher education degree, appears to be of significant value for early education professionals and to be linked with better outcomes for young children. Teachers become most effective at what they do through a structured and guided process that balances child development knowledge with extensive practice, including opportunities for reflection and mentoring (Kamil, 2009; Kreader, Ferguson, & Lawrence, 2005; Lally, 2009; Schumacher, 2009b; Whitebook, Gomby, Bellm, Sakai, & Kipnis, 2009; Zaslow, Whittaker, Tout, Lavelle, & Halle, 2010).



[1] By contrast, the District of Columbia has raised the education requirements in publicly funded prekindergarten programs (serving 3-year-old and 4-year-old children) to a bachelor's degree for teachers and an associate degree for assistant teachers, with a target date of 2014 for meeting the new requirements. At least 26 of the 50 states have set similar benchmarks for pre-k teachers (Barnett, Epstein, Friedman, Sansanelli, & Hustedt, 2009).

THE CURRENT STATUS of the District of Columbia's Infant and Toddler Professional Workforce

Infants and toddlers are cared for in a wide variety of settings in the District, from small to large center-based environments to family child care that is offered in the provider's own home. Of the 328 licensed child development centers operating in the District, 193 have a license that enables them to serve infants and toddlers. Additionally, all 147 of the licensed family child care homes in the District have a license that allows them to care for infants and toddlers.

Who are the professionals currently caring for infants and toddlers in these District programs? A survey of this workforce was commissioned by Great Start DC and conducted in early 2011, in conjunction with a study of program quality. Survey results offer a preliminary profile of those caring for the District's children — including the education attainment of directors[2], lead teachers, and assistant teachers[3]. The survey data indicate that the District faces substantial challenges in building the infant and toddler workforce it needs. As shown in the accompanying chart, the most common level of attainment in the District was found to be the entry-level Child Development Associate (CDA) credential, which requires significantly less preparation than a higher education degree and offers four distinct "endorsements," including one for infant/toddler teaching. Few members of the workforce had attained degrees, and even those degrees rarely represented a focus on early childhood education.

The 2011 survey, documented in *Great Start DC Infant/Toddler Baseline and Workforce Development Studies*, also collected information on salaries and benefits, confirming that the District's infant and toddler professionals receive scant economic reward for their crucial work with young children and their families.

For example, while the 2011 survey found some correlation between salaries and levels of education attainment for lead teachers, pay remained low at all levels of education. Even lead teachers with a bachelor's degree or higher earned a mean of $14.00 per hour, or $37,700 per year.[4] In contrast, the average U.S. kindergarten teacher earns $33.54 per hour, and the average U.S. elementary school teacher earns $36.30 per hour (American Federation of Teachers, 2010).

Job-related benefits, according to the 2011 workforce survey, are also meager for many members of the District's infant and toddler workforce. Notably, in a profession characterized by high exposure to childhood illness, only 38 percent of staff in all job categories were reported to receive health insurance, and only 48 percent to receive paid sick leave. Paid vacation time was offered to only 37 percent of staff.

In addition to the 2011 workforce development survey, the "baseline" portion of the study assessed infant and toddler program quality in the District in early 2011 (Howard University Center for Urban Progress, 2011). Findings revealed, on average, minimal to good infant and toddler program quality, based on the Infant and Toddler

Education Attainment of the District of Columbia's Infant and Toddler Professional Workforce, 2011 (Highest Level of Education Achieved)

	High School Diploma/ GED	CDA Credential*	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree	Among degree-holders, degree is in early childhood education
Directors	–	8%	33%	35%	23%	2%	33%
Lead Teachers	–	52%	17%	21%	10%	–	11%
Assistant Teachers	42%	47%	3%	7%	1%	–	3%

Source: *Great Start DC Infant/Toddler Baseline and Workforce Development Studies* (Howard University Center for Urban Progress, 2011).
* The present survey did not determine how many of these earned CDA credentials included an infant/toddler "endorsement."

[2] As presented in the survey, the category of "director" is an aggregate of multiple administrative roles in child development centers (including executive director, program director, and center director). It is not possible to disaggregate these roles in reporting the survey findings.

[3] Respondents completing the written surveys (i.e., center administrators) were asked to report data on up to four lead teachers and up to four assistant teachers, whether or not there were more than four such staff in their programs.

[4] Survey respondents were given the option of reporting salaries either as hourly or as annual figures. Hence, these hourly and annual ranges represent different responses, rather than being equivalent to each other.

Environment Rating Scale, Revised Edition, or ITERS-R (Harms, Cryer, & Clifford, 2006). Higher subscale scores were found in the areas of "interaction" (including supervision of play and learning, peer interaction, and staff-child interaction) and "parents and staff" (including provisions for parents, provisions for personal needs of staff, staff interaction and cooperation, and staff continuity). Lower subscale scores were found in the areas of "personal care routines" (including naps, diapering and toileting, and health practices) and "activities" (including fine motor activities, blocks, sand and water, and promoting acceptance of diversity).

These findings represent modest improvement since an earlier quality study drew a sobering picture of the District's infant and toddler programs. Data gathered over a four-year period by the Quality Training Assessment Project indicated "inadequate" child care quality in many infant and toddler classrooms in the District. Using the set of 24 quality indicators on an earlier version of the ITERS (Harms, Cryer, & Clifford, 1998), the project rated nearly one half of classrooms as "minimal" or "below minimal" for all four years (Wells-Wilbon, 2006).

POLICY RECOMMENDATIONS

Consistent, responsive, and well-trained professionals with specialized knowledge and skills are the key to high-quality care and education for our youngest children. The following recommendations offer a blueprint for excellence in infant and toddler workforce preparation and development in the District.

1 DEVELOP A PUBLIC POLICY AND LEGISLATIVE AGENDA FOR HIGH-QUALITY INFANT AND TODDLER DEVELOPMENT PROGRAMS IN THE DISTRICT, as the crucial next stage of building a comprehensive ECE system for all children from birth through the early elementary grades.

2 STRENGTHEN PROFESSIONAL TRAINING AND EDUCATION PROGRAMS FOR THE INFANT AND TODDLER WORKFORCE.

» Support and expand the District's existing programs for infant and toddler professional preparation and development, with the goal of ensuring that all who work with very young children have mastered core skills and knowledge specifically related to infants and toddlers.

» Create a subgroup of the DC Early Childhood Higher Education Collaborative to focus specifically on infant and toddler professional development and to promote institutional collaborations.

» Define core knowledge and competencies for the ECE workforce, linked to the District's birth-to-3 Early Learning Standards.

» Define career pathways in ECE, ensuring that training and professional development efforts offer credit toward the attainment of credentials or higher-education degrees.

» Provide the infant and toddler professional workforce ongoing professional development opportunities, beyond credential or degree attainment, including release time for pursuing such training. Such professional development should include participation by directors and other management staff, and use content tailored to these administrators.

3 SET HIGHER QUALIFICATION STANDARDS FOR TEACHERS IN INFANT AND TODDLER PROGRAMS.

» Revise the District's current standards for center-based infant and toddler program professionals to include, for lead teachers, an associate (AA or AS) degree, with an infant-toddler specialization, and for assistant teachers, a CDA credential, with an infant-toddler endorsement.

» Provide for accelerated training for infant and toddler professionals at District institutions of higher education, training that leads to an associate degree with an infant/toddler specialization.

» Strengthen systems of support to help infant and toddler professionals succeed in pursuing higher education. Support should include scholarship funds to assist with the costs of tuition, fees, and books; academic and career counseling services; and flexible class schedules and locations, and/or distance learning, to accommodate the needs of working students.

4 RAISE QUALIFICATION STANDARDS FOR DIRECTORS OF PROGRAMS SERVING INFANTS AND TODDLERS.

» Revise the District's current standards for directors of center-based programs serving infants and toddlers to include a bachelor's degree in child development, early childhood education, or a related discipline, with a concentrated amount of specific training in infant and toddler development and care.

5 LINK PROFESSIONAL DEVELOPMENT TO PROFESSIONAL COMPENSATION.

» To retain and reward well-trained infant and toddler professionals, provide a scale of increased compensation that is linked to the attainment of professional training and education.

6 DEVELOP A NETWORK OF INFANT AND TODDLER SPECIALISTS WHO PROVIDE ONSITE GUIDANCE AND SUPPORT TO INFANT AND TODDLER TEACHERS.

» Provide a system of outside expertise and support focused on early learning and development, dual language learning, health, mental health, and family support as a key component of a District-wide quality-improvement system, promoting excellence in infant and toddler programs.

» This network should include a cadre of master's degree-level specialists in early intervention and care for infants and toddlers with disabilities and other special needs, who are available to provide consultation, training, and technical assistance to teachers and staff in infant and toddler programs.

7 INVEST IN LOCAL INFANT AND TODDLER CHILD DEVELOPMENT PROGRAMS AS EXEMPLARY MODELS AND "CENTERS OF PRACTICE."

» Identify and support model programs as a means to anchor the ongoing development of a comprehensive, high-quality system throughout the District.

» Identify promising programs as training and internship sites for infant and toddler professionals pursuing professional development.

» As recommended in *No Time to Wait* (Task Force for Strategic Planning on Infant and Toddler Development, 2007), create at least two comprehensive service centers in areas of the District with high concentrations of poverty.

» Increase public investment in model programs to enhance their quality and capacity as observation, training, and dissemination centers.

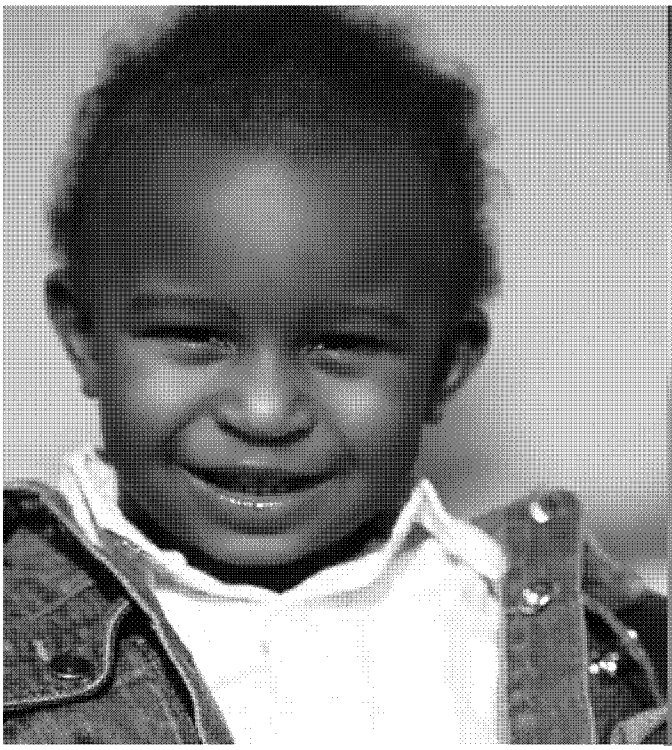
8 IMPLEMENT ONGOING DATA COLLECTION ON THE DISTRICT'S ECE WORKFORCE, INCLUDING THOSE WHO WORK WITH INFANTS AND TODDLERS.

» Collect and maintain reliable, up-to-date workforce information, enabling policymakers to gauge impacts and systems change over time, as well as to inform planning, evaluation, quality assurance, and accountability.

» Ongoing data collection about the ECE workforce should include information on age, gender, ethnicity, linguistic background, workplace setting, tenure in the workplace, professional training and education completed, and degrees or credentials held.

CONCLUSION

The key to building and maintaining a comprehensive, high-quality model system of early care and education for all children from birth to school age is to first build and maintain the excellence and continuity of its professional workforce. The District, following the passage of its Pre-K Enhancement and Expansion Amendment Act of 2008, is well on its way to ensuring excellence in prekindergarten education for its 3- and 4-year-old children, under the guidance of well-trained pre-k teachers and other professionals. Now is the crucial time to build on that achievement by turning our attention to the vital professionals who provide early learning and care for children from birth to age 3. High-quality infant and toddler programs, like exemplary pre-kindergarten programs, will lay the foundation for effective and sustainable school reform, workforce development, and the District's economic vitality.



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PREPARING OUR INFANT AND TODDLER PROFESSIONAL WORKFORCE FOR THE 21ST CENTURY

An Action Plan for the District of Columbia

EXECUTIVE SUMMARY

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Office of the
State Superintendent of Education

Child TRENDS

2011

District of Columbia Early Childhood Risk and Reach Assessment

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INTRODUCTION

Recent data collected on the well-being of children and families in the District of Columbia highlight the importance of providing high-quality early childhood programs and services to young children. According to the most recent American Community Survey, almost one-third (29 percent) of children under the age of 18 in the District of Columbia live below the federal poverty threshold, one of the highest percentages of children in poverty among all the states.[1] Almost half of all D.C. fourth-grade students scored "below basic" on the 2009 National Assessment of Educational Progress (NAEP) (56 percent in reading and 44 percent in mathematics). According to the National Center for Education Statistics, a student who scores "below basic" fails to demonstrate "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade level.[2] This low level of achievement continues through high school; only 57 percent of high-school students in DC received a diploma in 2006, the most recent year evaluated.[3] In addition, the District of Columbia has a high rate of special education needs, with 19 percent of the total student body in public schools enrolled in special education.[4]

Early childhood education is an important part of the District's educational reform strategy. The District of Columbia's Office of the State Superintendent of Education, Division of Early Childhood Education (OSSE/ECE) is committed to providing children access to high-quality early childhood opportunities, which have the potential to substantially improve children's social and academic outcomes. OSSE/ECE works in partnership with community-based organizations and other government agencies to deliver valuable services to young children and their families, including licensed child care, pre-kindergarten, child care subsidies, early literacy programs, and professional development supports for early childhood educators. OSSE's Office of Special Education also houses the District of Columbia's Early Intervention Strong Start Program, which provides additional services to the early childhood community.

In the current fiscal climate, many states and local communities are working to maximize resources by targeting early childhood investments to the children and families who stand to receive the greatest benefit from such programs. OSSE/ECE aims to help the District of Columbia make best use of limited resources by conducting a scan of neighborhoods with the highest levels of risk and ensuring that public programs and resources are directed in ways that address the needs of these communities.

The *District of Columbia Early Childhood Risk and Reach Assessment 2011* is the third annual report that analyzes family risk indicators that affect children in the District of Columbia, as well as the reach of early childhood programs designed to mitigate those risks. This report provides an update to the *Early Childhood Risk and Reach Assessment for Fiscal Year 2009*[i] and includes maternal education as an additional indicator of risk. Additional reach programs analyzed in the *Risk and Reach Assessment* for 2011 include Head Start/Early Head Start, home visiting programs, and IDEA Part C early intervention services.

This report is not meant to provide a comprehensive account of all early childhood programs in the District of Columbia. Rather, this annual report is meant to be a continued exploration of the reach of programs supported by OSSE/ECE. This information can be used to help communities within the District of Columbia better understand their early care and education programming needs, particularly in high-need areas. The data in this report can also inform future decisions regarding early care and education investments and help the Division of Early Childhood Education meet its goal of reaching all children with quality early childhood services.

RISK AND REACH FINDINGS

The findings on risk and reach in the District of Columbia are presented in two parts. First, we identify family risk indicators that can potentially affect child outcomes. The prevalence of children "at-risk" in the District of Columbia is analyzed by calculating the percentage of children in the various risk categories by Ward. Second, we examine the number of children and families who are served or who can be served through various early childhood programs supported by OSSE's Division of Early Childhood Education. These "reach" data are also presented by Ward.

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[i] The first two versions of the District of Columbia Risk and Reach Assessment provided data for the previous federal fiscal year, which ends September 30th (i.e., fiscal year 2010 started October 1, 2009 and ended September 30th, 2010). This report includes data from the 2010 and 2011 calendar years; therefore, the title of the report has been modified.

Family Risk Indicators

There are a wide range of factors that can affect developmental outcomes for children. This report focuses on eleven family risk indicators by Ward. These family risk indicators were identified using data from the 2005-2009 American Community Survey 5-Year Estimates, 2008 Vital Statistics data, 2009 data from the District of Columbia Child and Family Services Agency, the 2010 Decennial Census, and 2010 District of Columbia Income Maintenance Administration data. These specific indicators of risk were chosen based on the most recently available data collected at the Ward level within the District of Columbia. Below, a brief review of the literature relating each risk indicator to child outcomes is provided, followed by a brief summary of estimates of children and families affected by each risk indicator in the District of Columbia (see Table 1). To provide further information about indicators of risk in the District, data available at the census tract level on seven of the 11 risk indicators described below are provided in Appendix B.

Percentage of children under age five living in families below the poverty level

The federal poverty definition consists of a series of thresholds based on family size and composition. In 2010, the preliminary estimates of weighted average poverty thresholds for a family of four was $22,314.[5] Research indicates that children who are raised in poverty are at a higher risk of being exposed to risk factors that might impair brain development and affect their social and emotional development. These risks can include environmental toxins, inadequate nutrition, maternal depression, parental substance abuse, trauma and abuse, violent crime, divorce, low quality child care, and decreased cognitive stimulation (originating in part from exposure to a limited vocabulary as infants).[6-8]

Based on the 2005-2009 American Community Survey 5-Year Estimates, Wards 7 and 8 had the highest percentage (44. percent and 59 percent, respectively) of children under age five living in families below the federal poverty threshold, in comparison to the national estimate of 21.2 percent.[1] In contrast, Wards 3 and 4 had the lowest percentages, at 2 percent and 10 percent respectively.

Percentage of births to single mothers

Children born to unmarried mothers are more likely to grow up in a single-parent household, experience instability in living arrangements and have socio-emotional problems.[9-12] These children are also more likely to live in poverty. Based on the most recent American Community Survey (2005-2009), 55 percent of children ages 0-5 living below the poverty level are in single-mother headed households.[1] As children born to single mothers reach adolescence, they are also more likely to have low educational attainment, have sex at younger ages, and have a premarital birth.[9,12]

According to National Vital Statistics data , the national estimate of births to single mothers was 41 percent in 2008.[13] The Wards in the District of Columbia with the highest percentage of births to single mothers in 2008 were Wards 7 and 8 with 86 percent and 89 percent, respectively. Ward 3 had the lowest percentage, at 6 percent.

Percentage of births to teenage mothers

Compared to children born to older mothers, children of teen mothers are more likely to have a low birth weight and to be born prematurely.[14] These children are also at a higher risk of having academic and behavioral problems in school. In addition, teen mothers are more likely than their peers without children to drop out of school, receive public assistance, and have an income below the poverty level.[14]

According to the National Vital Statistics System at the Centers for Disease Control and Prevention, Ward-level data in the District of Columbia indicate that Wards 7 and 8 had the highest percentages of births to teenage mothers, at 19 percent and 20 percent, respectively. The lowest percentages were in Wards 2 and 3, at 6 percent and 1 percent, respectively. The national average of births to teenage mothers in 2008 was 10 percent.[13]

Percentage of low birth weight infants

Infants born at a low birth weight (under 2,500 grams, or 5 pounds, 5 ounces) are more likely than heavier infants to experience delayed motor and social development. Low birth weight infants are also at increased risk of long-term disability and impaired development. Children ages four to 17 who were born at a low birth weight are more likely to be enrolled in special education classes, repeat a grade, or fail school than children with a normal birth weight.[15] Infants born at a very low birth weight (less than 1,500 grams, or 3 pounds, 4 ounces) have a one-in-four chance of dying before age one. Factors that may result in babies with low and very low birth weight include smoking during pregnancy, low

maternal weight gain or low pre-pregnancy weight, maternal or fetal stress, infections, or experiencing violence during pregnancy.[15]

The national average of low birth weight infants born in 2008 was 8 percent, a decrease of less than 1 percent from 2007 according to National Vital Statistics data. In the District of Columbia in 2008, Wards 5, 6, 7, and 8 had the highest percentages of low birth weight infants, all between 10 and 14 percent. The remaining Wards all had percentages of low birth weight infants that ranged from seven percent to 8 percent.[13]

Percentage of births to mothers who did not receive adequate prenatal care

Prenatal visits are important for the health of both the infant and the mother. Health care providers can educate expectant mothers on important health issues such as diet and nutrition, exercise, immunizations, weight gain, and abstaining from drugs and alcohol. Expectant parents can also receive instruction by health professionals on nutrition for their newborn, breastfeeding, illness prevention, and the new emotional challenges of caring for a newborn infant.[16]

Using the Kessner Criteria for Adequacy of Prenatal Care, adequate prenatal care is defined using two criteria: 1) care was initiated in the first trimester and 2) the number of prenatal visits was proportional to the weeks of gestation.[17] In the year 2008, less than three-fourths (71.0 percent) of women in the 27-state reporting area[ii] began prenatal care in the first trimester of pregnancy and seven percent of mothers began care late (third trimester) or had no prenatal care at all.[13] District of Columbia Ward-level data from the National Vital Statistics system for 2008 indicated that Wards 7 and 8 had the highest percentage of births to mothers who did not receive adequate prenatal care (51 percent and 51 percent, respectively). Ward 3 had the lowest percentage of births to mothers who did not receive adequate prenatal care in 2008 (14 percent).

Percentage of births to mothers with less than 12 years of formal education

Higher levels of parental education attainment are strongly associated with positive outcomes for children in areas such as school readiness, educational achievement, incidence of low birth weight, health-related behaviors including smoking and binge drinking,[18,19] and pro-social activities such as volunteering.[20] Children of more educated parents are also likely to have access to greater material, human, and social resources.[21,22]

National Vital Statistics data indicate that in 2008, 77.8 percent of women who gave birth in the U.S. had completed a secondary education (high school diploma or higher), and 24.5 percent had an advanced education (bachelor's degree or higher). Research shows that infants and toddlers whose mothers have less than a high school diploma score lower on cognitive assessment than infants and toddlers whose mothers have a Bachelor's degree or higher.[22] In the District of Columbia, Wards 1 and 4 have the highest percentages of births to mothers with less than 12 years of formal education (high school graduates), at 30 percent and 28 percent, respectively. Ward 3 has the lowest percentage of births to mothers with less than a high school diploma at two percent.

Infant mortality rate per 1,000 live births

Infant mortality is associated with a variety of factors including maternal health, the quality of- and access to medical care, socioeconomic status, and public health practices. With the exception of 2002 and 2005, the infant mortality rate has statistically remained the same or decreased significantly each successive year from 1958 through 2008.

In 2008, the national infant mortality rate was seven infant deaths per 1,000 live births according to National Vital Statistics data.[23] In the District of Columbia in the year 2008, Wards 7 and 8 had the highest rates of infant mortality at 17 deaths per 1,000 live births in both Wards. The lowest rates were in Wards 2 and 3 at three and five deaths, respectively, per 1,000 live births.

Percentage of children in families receiving aid through Temporary Assistance for Needy Families (TANF)

Many families with incomes below the poverty threshold receive support from Temporary Assistance for Needy Families (TANF), which succeeded the Aid to Families with Dependent Children Program (AFDC) in 1997 as part of federal

[ii] These national data are restricted to those states that adopted the 2003 electronic revised birth certificate. The District of Columbia continues to use the 1989 paper version of the birth certificate. For more information, see the Expanded Data from the New Birth Certificate, 2008 at http://www.cdc.gov/nchs/data/nvsr/nvsr59/nvsr59_07.pdf

welfare reform. Each state is responsible for setting the benefit levels and benefits for TANF recipients, which vary widely across states.[24]

According to the District of Columbia Income Maintenance Administration, the highest percentages of children from birth through age one in families receiving aid through TANF in 2010 were in Wards 7 and 8, at 13 percent and 15 percent, respectively. The lowest percentage was in Ward 3 at 0 percent. The highest percentage of children age two to five in families receiving aid through TANF in 2010 were also in Wards 7 and 8, at 44 percent and 50 percent, respectively. The lowest percentage was in Ward 3 at 0 percent.

Percentage of children in families receiving aid through Supplemental Nutrition Assistant Program (SNAP)

The Supplemental Nutrition Assistance Program (SNAP) provides eligible low-income families with benefits to purchase food. Recipients are given a card linked to an Electronic Benefit Transfer account that can be used at grocery stores and other food retailers. In 2008, the name of the program was changed from the federal Food Stamp Program to emphasize nutrition and the importance of healthy food.[25]

Wards 7 (16 percent) and 8 (17 percent) had the highest percentages of children from birth through age one receiving aid through SNAP in the District of Columbia according to 2010 Income Maintenance Administration data. The lowest percentage was in Ward 3 at 0 percent. The highest percentages of children age two to five receiving aid through SNAP were in Wards 7 and 8, at 57 and 61 percent, respectively.

Percentage of children in families receiving aid through Medicaid/State Children's Health Insurance Program (SCHIP)

In the District of Columbia, Medicaid is a healthcare program that compensates qualified individuals for medical services they receive. It often helps pay for medical services for residents who are low-income and disabled. Medicaid recipients can be of any age, race, or sex.[26] Over the past decade, new federal and state rules, including the State Children's Health Insurance Program (SCHIP), have led to major expansions in medical coverage for low-income, uninsured children. Until the recent passage of the 2010 Patient Protection and Affordable Care Act, which includes provisions for national health care for young children, SCHIP has marked the most significant expansion of health insurance coverage for young children in the U.S. since 1965, when Medicare and Medicaid were established. In the District of Columbia, SCHIP is called the DC Healthy Families program. This program is part of the DC Department of Health Care Finance and provides free health insurance for qualifying District residents and their children.[27]

Income Maintenance Administration data from 2010 on the percentage of children in families receiving aid through Medicaid/SCHIP were not available for this report. Data available as of 2009 indicate that the highest percentage of children in families receiving this aid in the District of Columbia was 69 percent in Ward 7. The lowest percentage was in Ward 3 at five percent.

Number of substantiated cases of abuse and neglect

Children are considered victims of abuse and neglect if an investigation by the state child welfare agency classifies their case as substantiated child maltreatment. A substantiated case is one in which an allegation of maltreatment or risk of maltreatment was supported or founded according to state law or policy.[28] Child abuse and neglect include both sexual and physical abuse, which are often associated with physical injuries, delayed physical growth, and neurological damage.[29] Child abuse and neglect are also associated with psychological and emotional problems, such as aggression, depression, and post-traumatic stress disorder.[30] In addition, child abuse alone is related to an increased risk of substance abuse, eating disorders, obesity, suicide, and sexual promiscuity later in life.[31] Acts of child abuse and neglect are influenced by a number of factors, including lack of knowledge of child development, substance abuse, other forms of domestic violence, and mental illness.[32] Although child abuse and neglect occur in families at all economic levels, they are more common in families with lower incomes.[32]

The highest number of new substantiated cases of abuse and neglect in the District of Columbia in 2009 was in Ward 8, at 671 substantiated cases. The lowest number was in Ward 3 at four substantiated cases. Of those cases that were reported, 174 did not report the child's home Ward.

TABLE 1. Family Risk Indicators by Ward

Ward	# of Children Under 5*	% Population Under 5*	% Children Under 5 Living in Families Below Poverty Level**	% Births to Single Mothers ***	% Births to Teen Mothers ***	% Low Birth Weight Infants ***	% Births to Mothers who Did Not Receive Adequate Prenatal Care ***	% of Births to Mothers with Less than 12 Years of Formal Education ^	Infant Mortality Rate per 1,000 Live Births ^	% of Children in Families Receiving Aid Through TANF ^^	% Children in Families Receiving Aid Through SNAP (Food Stamps) ^^	% Children in Families Receiving Aid Through Medicaid/ SCHIP ^^^	# of Substan-tiated Cases of Abuse & Neglect ^^^^
	Population Characteristics												
1	3,480	4.6%	23.0%	57.2%	9.9%	7.5%	38.2%	29.6%	6.1	23.7%	38.5%	60.3%	147
2	2,021	2.5%	15.1%	29.5%	5.6%	8.5%	26.3%	12.6%	2.9	11.5%	18.3%	s	86
3	3,377	4.4%	2.4%	6.2%	0.7%	7.4%	13.7%	1.8%	5.1	0.3%	0.9%	5.1%	4
4	4,783	6.3%	10.2%	59.0%	9.7%	8.5%	40.2%	27.7%	10.2	20.8%	35.7%	64.8%	140
5	3,735	5.0%	23.3%	71.2%	16.4%	10.9%	43.4%	18.7%	6	39.9%	53.3%	59.2%	343
6	3,902	5.1%	17.5%	44.6%	8.0%	10.3%	29.3%	10.5%	8	26.4%	32.1%	64.5%	79
7	4,758	6.7%	44.1%	85.8%	18.6%	13.9%	50.8%	20.5%	17.2	57.4%	73.2%	68.5%	360
8	6,557	9.3%	58.7%	89.1%	19.9%	14.0%	50.7%	23.1%	17.7	64.5%	78.2%	62.5%	671
TOTAL	**32,613**	**5.4%**	**28.1%**	**61.0%**	**12.2%**	**10.4%**	**38.5%**	**19.9%**	**10.9**	**35.4%**	**46.9%**	**65.1%**	**2,004**
National Average	**20,860,344**	**6.9%**	**21.2%**	**41%**	**10%**	**8%**	**NA**	**22%**	**7**	**NA**	**NA**	**NA**	**NA**

* Data are from the 2010 Census

** Data are from the 2005-2009 American Community Survey

*** Data are from 2008 Vital Statistics Data, DC Department of Health and NeighborhoodInfo DC at the Urban Institute

^ Data are from the 2008 Department of Health

^^ Data are from 2010 Income Maintenance Administration, DC Department of Human Services and NeighborhoodInfo DC at the Urban Institute

^^^ Data are from the 2009 Income Maintenance Administration, DC Department of Human Services

^^^^ Data are from DC Child and Family Services Agency for fiscal year 2009. 174 cases were missing the child's home Ward.

s = Data suppressed for this indicator because it does not produce a reliable estimate.

NA = Data not available

Child Outcomes

As mentioned previously, the risk indicators included in this assessment have been shown to significantly impact developmental outcomes for children, particularly those that relate to later academic achievement. For example, analyses of a sample of 1298 children from the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development showed that low maternal education and low family income had significant negative effects on reading, math, and vocabulary achievement in first grade.[33] Studies have also found that children born to teen mothers have lower math, reading and/or vocabulary scores than do children of older mothers.[34,35] In addition, adolescent children of teen mothers have lower high school completion rates than do children born to mothers age 22 and older.[36] It is also well documented that low birth weight infants are at a higher risk for cognitive impairment and academic failure later in life.[37-40] This evidence suggests that children in the District of Columbia who experience one or more of these indicators in early childhood are likely to be at higher risk for academic difficulties in elementary or secondary school.

The data presented in Tables 2 and 3 highlight student proficiency in reading, math, science, biology, and composition as measured by the District of Columbia Comprehensive Assessment System (DC CAS). Table 2 shows the percent of students considered proficient in reading and math as well as a combined percentage of the two scores in District of Columbia Public Schools (DCPS). According to the 2011 DC CAS scores for elementary schools across the District,

the mean percent of DCPS students who were proficient was 42.4 percent. Ward 8 had the lowest percentage of students considered proficient in both reading and math (26.7 percent and 23.8 percent, respectively). Ward 3 had the greatest percentage of students proficient in both reading and math (82.6 percent and 83.1 percent, respectively). When reading and math proficiency percentages were combined, Wards 7 and 8 had the lowest percentages at 29.5 percent and 25.2 percent, respectively. Ward 3 had a significantly higher percentage of students proficient in reading and math than all other Wards, with 82.8 percent of students falling in this category. The next highest proficiency percentages were in Wards 2 and 4, with 52.5 percent and 52.3 percent, respectively, of students proficient in reading and math.

TABLE 2. Percent of Students Proficient in DCPS by Ward, 2011

Ward	Reading	Math	Combined Reading and Math
1	40.5%	49.4%	45.0%
2	55.5%	49.5%	52.5%
3	82.6%	83.1%	82.8%
4	52.4%	52.3%	52.3%
5	39.9%	40.7%	40.3%
6	39.5%	39.7%	39.6%
7	31.8%	27.2%	29.5%
8	26.7%	23.8%	25.2%
TOTAL	**42.9%**	**41.8%**	**42.4%**

Data are from the District of Columbia Assessment and Accountability Data Reports, 2011

Table 3 shows the percent of students considered proficient in reading and math in District of Columbia Public Charter Schools (PCS). The mean percent of students proficient in PCS was 45.8 percent. Ward 2 had the lowest percentage of students considered proficient in both reading and math (27.8 percent and 25.0 percent, respectively). Ward 6 had the highest percentage of students considered proficient in reading with 61.6 percent. Ward 1 had the greatest percentage of proficient students in math with 62.9 percent. When reading and math proficiency percentages were combined, Ward 2 had the lowest percentage of students proficient (26.4 percent). Wards 1 and 6 had the greatest percentages of children considered proficient in reading and math (55.6 percent and 60.0 percent, respectively).

TABLE 3. Percent of Students Proficient in PCS by Ward, 2011

Ward	Reading	Math	Combined Reading and Math
1	48.2%	62.9%	55.6%
2	27.8%	25.0%	26.4%
3	n/a	n/a	n/a
4	52.5%	39.2%	45.9%
5	48.9%	45.7%	47.3%
6	61.6%	58.5%	60.0%
7	34.7%	29.8%	32.2%
8	36.2%	39.0%	37.6%
TOTAL	**46.8%**	**44.8%**	**45.8%**

Data are from the District of Columbia Assessment and Accountability Data Reports, 2011

The DC CAS scores vary greatly across Wards, with combined proficiency percentages in DCPS ranging from 25.2 percent to 82.8 percent. In PCS, combined reading and math percentages ranged from 26.4 percent to 60.0 percent.

These data suggest that resources should be targeted to those Wards most in need of programming that supports school readiness and positive academic and social development. The following sections of this Risk and Reach assessment provide further information about where these programs already exist, and where they might be expanded to reach additional children.

Early Childhood Reach Programs

The early childhood programs described below are considered "reach" programs because they represent the extent to which OSSE/ECE is reaching the relevant population of the District and providing services to meet the needs of very young children. Data on the use of each program described below were obtained from several sources: OSSE/ECE, OSSE Division of Special Education, and through interviews with home visiting program administrators conducted in 2010 under a previous contract with OSSE/ECE. Pre-kindergarten data for the 2010-2011 school year were collected during a capacity audit of the District of Columbia's pre-kindergarten programs conducted by Child Trends.

OSSE/ECE's Compliance and Integrity Division (Child Care Licensing Unit) regulates the licensing of child development facilities, defined as locations where a child development program is provided for infants and children, away from the child's home, less than 24 hours a day for each infant and child. The facility may be a child development center or an infant care center, but does not include public or private elementary or secondary schools.[41] A child development home is defined as an early care and education program that operates in a private residence and provides care for up to six infants and children at a given time, with no more than two infants in the group.[41] Many child development programs in the District of Columbia participate in the Child Care Subsidy Program, which consists of federal funding provided to states via block grants to support low-income families with child care so that parents can work or attend school. Federal guidelines allow states to assist families in paying for child care if the family's income falls below 85 percent of state median income (SMI) and if they need child care to support employment and/or education and training. The federal eligibility level is a maximum but not a requirement, and many states set their eligibility levels lower than 85 percent of SMI.[42] The District of Columbia sets its eligibility for child care subsidies at 85 percent of the median income. Eligible families that receive child care subsidies may choose to use them for family child care or center-based care, although families may also use child care subsidies for relative care, defined in DC child care licensing regulations as "care of a child by that child's parent, step-parent, grandparent, brother, sister, step-brother, step-sister, uncle, or aunt, said relationship having been established by blood, marriage, or adoption, or by that child's legal guardian".[43]

It is important to note that children served by child development centers and homes in each Ward may not reside in that Ward. Families often travel to locations outside of their residential area for child care. For this reason, this report focuses on the total capacity of child development programs within Wards to serve children and not on the specific number of children being served at any one site. In addition, it should be noted that the District of Columbia child development center and home licensing regulations define "infant" as a child younger than twelve (12) months of age, a "toddler" as an individual older than twelve (12) months but younger than twenty-four (24) months of age, and a "child" or "children" as an individual or individuals from two (2) to fifteen (15) years of age. Child development center and home capacity data are reported as the number of slots available for infants and toddlers (0-2 years of age) and the number of slots available for older children (3-15 years of age). Therefore, the total capacity of child development centers and homes includes slots for school-age children.

Licensed child development centers by Ward

The data in Table 4 include the total number of child development centers in each Ward. Data on the number of child development centers by zip code are available in Appendix C. Analysis of risk and reach together could not be completed on the zip code level, as risk indicator data and population figures were not available at this level.

Licensed child development programs that are federally funded through Head Start or Early Head Start are excluded from the total number of centers presented in Tables 4 and 5. The capacity of these programs to serve income-eligible children is reported separately in Table 10.

In 2011, the greatest number of licensed child development centers were located in Ward 2 (61 centers), whereas the fewest were located in Wards 1 and 7 (24 and 30 centers, respectively).Likewise, the capacity to serve children under the age of 15 in child development centers was greatest in Ward 2 (3,814 slots), and lowest in Ward 7 (1,871 slots). The

capacity in Ward 2 was high considering the relatively low number of resident children in this Ward as compared to other Wards in the city (see Table 1). This is most likely due to the high concentration of businesses in that area that house child care programs.

TABLE 4. Child Development Center Reach Data–Ward Level, 2011

Ward	# of Children Under Age 3*	# of Children Ages 3-5*	# of Licensed Child Development Centers**	# of Infants/ Toddler (0-2) Slots**	# of Older Children (3-15) Slots**	Total Capacity**
1	2,846	1,858	24	513	1,795	2308
2	1,257	913	61	1029	2,785	3814
3	2,757	2,505	34	173	2,509	2682
4	3,102	2,304	46	568	2,350	2918
5	2,783	2,108	34	284	2,093	2377
6	2,755	1,929	39	667	1,627	2294
7	2,529	3,299	30	340	1,531	1871
8	4,251	4,126	38	755	2,211	2966
TOTAL	**22,280**	**19,042**	**305**	**4,329**	**16,901**	**21,230**

* Data are from the 2005-2009 American Community Survey 5-year estimates

** Data are from the District of Columbia Office of the State Superintendent of Education Early Care and Education Administration, February 2011. Due to fluctuations in the number of operating child development centers and their corresponding enrollment, these numbers are subject to change.

The data in Table 5 show the total number of child development centers providing care to subsidy-receiving families in each Ward. In 2011, the greatest number of centers was located in Ward 8 (36 centers), whereas the fewest was located in Ward 3 (2 centers). Similarly, the capacity to serve children in centers receiving subsidies was greatest in Ward 8 (2,324 slots) and lowest in Ward 3 (282 slots). These numbers are not surprising, as the largest number of children under age five living in families below the poverty level reside in Ward 8 (3,849 children) and the smallest number reside in Ward 3 (80 children).

TABLE 5. Child Development Centers Providing Care to Subsidy-Receiving Families Reach Data–Ward Level, 2011

Ward	# of Children 0-5 Living Below the Poverty Level*	# of Licensed Child Development Centers**	# of Infants/ Toddler (0-2) Slots**	# of Older Children (3-15) Slots**	Total Capacity**	# of Centers Serving:			
						I	T	P	SAC
1	800	24	550	1574	2124	17	22	23	17
2	305	16	261	722	983	10	10	16	13
3	80	2	173	109	282	1	1	2	2
4	490	33	542	2359	2901	19	19	33	19
5	869	26	270	2233	2503	15	16	23	20
6	682	26	360	1292	1652	5	15	28	21
7	2096	30	442	1545	1987	19	23	29	24
8	3849	36	753	1571	2324	28	18	32	19
TOTAL	**9171**	**193**	**3351**	**11405**	**14756**	**114**	**124**	**186**	**135**

* Data are from the 2005-2009 American Community Survey

**Data are from the District of Columbia Office of the State Superintendent of Education
Early Care and Education Administration, September 2011. Due to fluctuations in the number of operating child development centers and their corresponding enrollment, these numbers are subject to change.

I = infants (< 12 Months) T= toddlers (> 12 months but < 36 months) P = preschoolers (36 months to five years) SAC = school-age children

Licensed child development homes by Ward

As noted earlier, a child development home is defined as an early care and education program that operates in a private residence and provides care for up to six infants and children at a given time, with no more than two infants in the group.[41] The data in Table 6 include the total number of licensed child development homes in each Ward for 2011. The number of available slots for both infants and toddlers (ages 0-2) and older children (ages 3-15) are given in addition to the total capacity for each Ward.

In 2011, 151 child development homes were in operation in the District of Columbia (Table 6). Thirty-five homes were in Ward 4, with a total of 191 slots available for both infants and older children. This is the largest number of available slots in all Wards. The lowest number of available slots was in Ward 3, which had three homes and 15 slots for infants and older children.

TABLE 6. Child Development Homes Reach Data – Ward Level, 2011

Ward	# of Children Under Age 3*	# of Children Ages 3-5*	# of Child Development Homes**	# of Infants/ Toddler (0-2) Slots**	# of Older Children (3-15) Slots**	Total Capacity**
1	2,846	1,858	6	12	18	30
2	1,257	913	4	8	12	20
3	2,757	2,505	3	3	12	15
4	3,102	2,304	35	71	120	191
5	2,783	2,108	21	41	66	107
6	2,755	1,929	29	57	93	150
7	2,529	3,299	30	59	103	162
8	4,251	4,126	23	45	77	122
TOTAL	**22,280**	**19,042**	**151**	**296**	**501**	**797**

* Data are from the 2005-2009 American Community Survey

** Data are from the District of Columbia Office of the State Superintendent of Education
Early Care and Education Administration, February 2011. Due to fluctuations in the number of operating child development homes and their corresponding enrollment, these numbers are subject to change.

The data in Table 7 indicate the total number of child development homes providing care to subsidy-receiving families in each Ward. In 2011, there were 86 homes providing care to subsidy-receiving families, with Ward 8 having the greatest number of homes (20 homes). Ward 3 had the lowest number of homes (0). Ward 7 had the greatest capacity to serve children in subsidy-receiving families (114 children), while Ward 3 had the lowest (zero children). As with centers, these numbers are not surprising, as the largest number of children under age five living in families below the poverty level reside in Ward 8 (3849 children) and the smallest number reside in Ward 3 (80 children).

"Going for the Gold" Tiered Rate Reimbursement System

The District of Columbia's quality rating and improvement system (QRIS) "Going for the Gold" rewards programs that go beyond minimum requirements to provide higher quality care for infants, toddlers, preschool-age, and school-age children. The goals of the "Going for the Gold" system are to increase the quality of care for children and families in District of Columbia, to help consumers be more informed about child care options, to increase compensation for providers, to bring new providers into the subsidy system, and to increase subsidy slots. This is a voluntary system reserved only for those programs that serve families who receive child care subsidies. In this system, differential reimbursement rates for child development centers and child development homes are tied to specified indicators of program quality .[44] Participants receive higher reimbursement rates based on their ability to meet these criteria. The "Going for the Gold" system has three tiers: Gold, Silver, and Bronze. The Gold tier represents the highest level of quality achievement, which is equivalent to national accreditation by the National Association for the Education of Young Children and receives the highest reimbursement rates.[44]

TABLE 7. Child Development Homes Providing Care to Subsidy-Receiving Families Reach Data – Ward Level, 2011

Ward	# of Children 0-5 Living Below the Poverty Level*	# of Licensed Child Development Homes**	# of Infants/ Toddler (0-2) Slots**	# of Older Children (3-15) Slots**	Total Capacity**	# of Homes Serving:			
						I	T	P	SAC
1	800	2	4	6	10	2	2	2	2
2	305	2	4	6	10	2	2	2	2
3	80	0	0	0	0	n/a	n/a	n/a	n/a
4	490	13	26	52	78	12	13	13	12
5	869	13	26	52	78	12	13	13	12
6	682	14	28	55	83	12	14	14	12
7	2096	22	44	70	114	20	22	20	20
8	3849	20	40	140	80	7	20	20	15
TOTAL	**9171**	**86**	**172**	**381**	**453**	**67**	**86**	**84**	**75**

*Data are from the 2005-2009 American Community Survey

**Data are from the District of Columbia Office of the State Superintendent of Education

Early Care and Education Administration, September 2011. Due to fluctuations in the number of operating child development homes and their corresponding enrollment, these numbers are subject to change.

I = infants (< 12 Months) T= toddlers (> 12 months but < 36 months) P = preschoolers (36 months to five years) SAC = school-age children

Quality indicators for child development centers are:

- Accreditation
- Compliance with licensing regulations
- Director qualifications and training
- Staff qualifications and training
- Staff compensation
- Parent involvement and consumer satisfaction
- Learning environment

Quality indicators for child development homes are:

- Accreditation
- Compliance with licensing regulations
- Child Development Home Provider (CDHP) qualifications and training
- Parent involvement and consumer education
- Home environment and home evaluation

In 2011, there were a total of 63 Gold, 39 Silver, and 88 Bronze child development centers in the District of Columbia (see Table 8). As mentioned previously, all of the programs participating in the QRIS provide early care and education services to families receiving child care subsidies. Fifty-eight percent of the child development centers in Ward 1 are Gold, 12.5 percent are Silver, and 29.2 percent are Bronze. In Ward 2, 43.8 percent of the child development centers are Gold, 25.0 percent are Silver, and 31.3 percent are Bronze. Ward 3 has two centers participating in Going for the Gold, and both have a Gold rating. In Ward 4, 30.3 percent of the centers participating in Going for the Gold are Gold, 27.3 are Silver, and 42.4 percent are Bronze. Of the 26 centers participating in Going for the Gold in Ward 5, 19.2 percent are Gold, 19.2 percent are Silver, and 61.5 percent are Bronze. In Ward 6, 15.4 percent of the centers participating in Going for the Gold are Gold, 7.7 percent are Silver, and 80.8 percent are Bronze. Ward 7 has 30 centers participating in Going for the Gold; 16.7 percent are Gold, 40.0 percent are Silver, and 43.3 percent are Bronze. In Ward 8, 44.4 percent of centers participating in Going for the Gold are Gold, 11.1 percent are Silver, and 33.3 percent are Bronze. Overall, Ward 8 had the highest percentage of Gold centers (25.4 percent) and Ward 3 had the lowest percentage of Gold centers (3.2 percent). Ward 7 had the highest percentage of Silver centers (30.8 percent) and Ward 3 had the lowest percentage of Silver centers (0.0 percent). Ward 6 had the highest percentage of Bronze centers (23.9 percent) and Ward 3 had the lowest percentage of Bronze centers (0.0 percent).

TABLE 8. "Going for the Gold" Tiered Rate Reimbursement Data for Centers – Ward Level, 2011

Ward	# of Child Development Centers Providing Services to Subsidy-Receiving Families**	Tiered Rate Reimbursement Level		
		Gold	Silver	Bronze
1	24	14	3	7
2	16	7	4	5
3	2	2	0	0
4	33	10	9	14
5	26	5	5	16
6	26	4	2	21
7	30	5	12	13
8	36	16	4	12
TOTAL	193	63	39	88

Data are from the District of Columbia Office of the State Superintendent of Education, Division of Early Childhood Education, September 2011

There were a total of 11 Gold, 6 Silver, and 69 Bronze child development homes participating in "Going for the Gold" (see Table 9). Wards 1 and 2 have two child development homes; one that is Silver and one that is Bronze. Ward 3 has zero child development homes participating in Going for the Gold. In Ward 4, all of the child development homes participating in Going for the Gold are Bronze. In Ward 5, 7.7 percent of child development homes participating in Going for the Gold are Gold, and 92.3 percent are Bronze. Of the 14 child development homes participating in Going for the Gold in Ward 6, 21.4 percent are Gold, 14.3 percent are Silver, and 64.3 percent are Bronze. In Ward 7, 9.0 percent of the child development homes participating in Going for the Gold are Gold, 9.0 percent are Silver, and 81.8 percent are Bronze. In Ward 8, 25.0 percent of the child development homes participating in Going for the Gold are Gold, 0.0 percent are Silver, and 75.0 percent are Bronze.

It should be noted that the Office of the State Superintendent of Education is currently revising the "Going for the Gold" quality standards and requirements for program eligibility. A pilot of the revised system will be launched in FY2012.

TABLE 9. "Going for the Gold" Tiered Rate Reimbursement Data for Homes – Ward Level, 2011

Ward	# of Child Development Homes Providing Services to Subsidy-Receiving Families	Tiered Rate Reimbursement Level		
		Gold	Silver	Bronze
1	2	0	1	1
2	2	0	1	1
3	0	0	0	0
4	13	0	0	13
5	13	1	0	12
6	14	3	2	9
7	22	2	2	18
8	20	5	0	15
TOTAL	86	11	6	69

Data are from the District of Columbia Office of the State Superintendent of Education, Office of Early Childhood Education, September 2011

Head Start/Early Head Start

The Head Start program was created in 1965 by President Lyndon Johnson as part of the War on Poverty. Head Start promotes school readiness for children age three to five in low-income families by offering educational, nutritional, health, social and other services. Programs also actively engage parents in their children's learning and help them in making progress toward their own educational, literacy and employment goals. Head Start is federally-funded, but is

administered by local grantees and public and private non-profit and for-profit agencies that must adhere to national program guidelines (the Head Start Performance Standards) to ensure that programs provide a wide array of comprehensive services for families and children. Local Head Start programs conduct a needs assessment of each child's and family's needs and strengths at the beginning of the program and use this to tailor and guide services.[45]

Early Head Start, launched in 1995, provides support to low-income infants, toddlers up to age three, pregnant women and their families. The mission of Early Head Start is to promote healthy prenatal outcomes for pregnant women, to enhance the development of very young children, and to promote healthy family functioning. According to the 2010 Program Information Report (PIR), Early Head Start has 1,008 programs which provide child development and family support services in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands and served over 133,000 children under the age of three for fiscal year 2010.[46]

There are five local Head Start/Early Head Start grantees in the District of Columbia (indicated in light teal in Table 10). Two of the grantees, Edward C. Mazique and United Planning Organization, have multiple sites. Table 10 indicates the capacity and enrollment for each grantee/site for both Head Start and Early Head Start, as well as the Ward in which the program is located. The United Planning Organization sites serve the most children (in both Head Start and Early Head Start), distributed across several Wards (1, 4, 5, 6, 7, 8). The Rosemount Center, located in Ward 1, serves the most Head Start children at an individual site. As mentioned previously, it is important to remember that programs may serve children who live outside of the Ward in which the program is located. Additionally, Head Start/Early Head Start programs are based on income eligibility, so these programs have specific limitations as to the number of children they are able to enroll.

TABLE 10. Head Start/Early Head Start Programs, 2011

Program	HS Capacity	HS Actual Enrollment	EHS Capacity	EHS Actual Enrollment	Ward(s) in which Program is Located
Bright Beginnings	46	46	14	14	2
Edward C. Mazique					
EC Mazique Municipal Child Development Center	48	45	n/a	n/a	1
EC Mazique Wardman Court Child Development Center	n/a	n/a	32	24	1
EC Mazique Parent Child Center Inc.*	160	77	160	110	2
EC Mazique Tyler House Child Development	n/a	n/a	39	24	2
Kennedy Institute	n/a	n/a		65	5
Rosemount	193	193	116	39 (in centers) 77 (in homes)	1
United Planning Organization					
UPO ECDC @ Banneker Day Care Center	16	16	6	6	1
UPO ECDC @ Dance Institute of Washington	27	26	22	20	1
UPO ECDC @ Benning Park Child Development	24	19	8	8	7
UPO ECDC @ Paradise Early Childhood Center	16	16	0	0	7
UPO ECDC @ Atlantic Terrace Child Development Center	22	20	8	8	8
UPO ECDC #8 Juanita Thornton	16	16	36	32	6
UPO ECDC @ Edgewood Child Development Center	14	14	25	16	6
UPO ECDC @ Randall Day Care Center	16	16	8	0	6
UPO ECDC #1	32	32	38	37	4
UPO @ Developing Families Center	0	0	41	0	5
TOTAL	**630****	**536**	**553*****	**480**	**n/a**

Data are from the District of Columbia Head Start Collaboration Office, 2011

*The total capacity of this site is 160 slots. These 160 slots can be filled by both Head Start children (age 3-5) and Early Head Start children (age 0-3).

**This estimation of total Head Start capacity assumes that the 160 slots at EC Mazique Parent Child Center are to be filled by ONLY Head Start children (age 3-5).

***This estimation of total Early Head Start capacity assumes that the 160 slots at EC Mazique Parent Child Center are to be filled by ONLY Early Head Start children (age 0-3).

Pre-kindergarten programs for three- and four-year-olds

Created in 2008, the *Pre-k Enhancement and Expansion Act* provides funding to ensure high-quality pre-kindergarten programs are universally available for three- and four-year-old children in the District of Columbia by 2014. The legislation also mandates that all pre-k programs (both those currently in existence as well as incoming programs) must be accredited by a "nationally recognized accrediting body approved by OSSE" by September 1, 2014.[47] Pre-kindergarten programs are currently available to children and families through DC Public Schools (DCPS), public charter schools (PCS), community-based organizations (CBOs), and Head Start classrooms in DCPS. In fiscal year 2010, $20 million were approved by the DC City Council to enable 1,000 new children to enroll in pre-k programs, to expand quality improvement efforts through the Pre-K Program Assistance Grant Fund, and to increase teacher qualifications through the Higher Education Incentive Grant Program.[48]

OSSE/ECE is charged with overseeing the implementation of the *Pre-K Enhancement and Expansion Act*, which consists of the following activities:

Quality improvement

- Conducting a baseline quality assessment of a sample of pre-k classrooms in DC's public schools, public charter schools, and CBOs. These data will be used as the point of comparison for future quality assessments.
- Implementing a program evaluation that utilizes nationally recognized assessment tools to gauge program quality, including program structure, language and literacy environment, quality of instructional support, classroom climate, and classroom management.
- Developing high-quality content standards for all pre-k programs that must be met by September 1, 2014.
- Administering the Program Assistance Grant Fund, a five-year grant program to assist pre-kindergarten programs in meeting the required high-quality standards.
- Implementing a quality improvement process for pre-k programs that fail to meet the required high-quality standards by September 1, 2014, which may include a reduction of elimination of local funding; denial of licensure; or revocation of licensure.

Program expansion

- Expanding access to high-quality programs at a rate that will make pre-k universally available by 2014.

Program operation and administration

- Developing and overseeing a monitoring, assessment, and accountability process for all programs within the pre-k education system
- Developing and administering the technical assistance program across all pre-k education services
- Conducting an annual capacity audit of pre-k programs to determine the number of children for whom pre-k is not available, the current capacity of all existing pre-k programs, and the manner in which Head Start programs are incorporated in the early education delivery system.

The data in Table 11 include the total number of pre-kindergarten slots, the total number of children enrolled, and enrollment as a percentage of capacity in public pre-kindergarten programs in DCPS, PCS, and OSSE-funded slots in Community-Based Organizations by Ward for the 2010-2011 school year. Collectively, these entities provided pre-kindergarten education to 9,891 four-year-old children in the District of Columbia, or 99.2 percent of the total capacity at these sites. Wards 2 and 7 were over 100 percent of capacity, with percentages of 105.8 and 111.1, respectively. Ward 1 had the lowest percentage of capacity at 87.8 percent.

The data in Tables 12, 13, and 14 include the number of pre-kindergarten programs by sector with the total capacity as well as number of children enrolled by Ward for the 2010-2011 school year. Of the three sectors, DCPS served the most children, with 5,279 children enrolled in pre-k, which was 101.5% of their total capacity (see Table 12). Wards 2, 5, and 7 were all over 100 percent of capacity, with percentages of 110.2, 109.2, and 117.8, respectively. Ward 1 had the lowest percent of capacity, with 89.7 percent of their available slots filled with enrolled children.

TABLE 11. Pre-K Programs in DCPS, PCS, and Community-Based Organizations by Ward, 2011

Ward	Total # of Pre-K Programs	Total Capacity of Pre-K	Total # of Children Enrolled	% of Capacity
1	17	1,118	981	87.8%
2	10	497	526	105.8%
3	8	364	346	95.1%
4	23	1,536	1,537	99.9%
5	25	1,483	1,454	98.0%
6	21	1,705	1,685	98.8%
7	23	1,532	1,702	111.1%
8	23	1,732	1,660	95.8%
TOTAL	**155**	**9,967**	**9,891**	**99.2%**

Data are from the 2011 Pre-K Capacity Audit, Child Trends

TABLE 12. Pre-K Programs in DCPS by Ward, 2011

Ward	# of Children Ages 3 and 4*	# of Pre-K Programs in DCPS**	# of Slots Available**	# of Children Enrolled**	% of Capacity
1	1,481	6	474	425	89.7%
2	639	6	265	292	110.2%
3	1,762	8	364	346	95.1%
4	1,623	12	808	806	99.8%
5	1,490	10	545	595	109.2%
6	1,358	12	1,035	998	96.4%
7	2,308	16	808	952	117.8%
8	2,792	15	901	865	96.0%
TOTAL	**13,453**	**85**	**5,200**	**5,279**	**101.5%**

*Data are from the 2005-2009 American Community Survey
**Data are from the 2011 Pre-K Capacity Audit, Child Trends

As shown in Table 13, pre-k programs in PCS served a total of 4,116 children, which was 96.3% of their total capacity. Wards 2, 4, 6, and 7 were all over 100 percent of capacity, with percentages of 100.9, 100.4, 102.8, and 103.6, respectively. As with DCPS, Ward 1 had the lowest percent of capacity, with 80.4 percent of their PCS pre-k slots filled.

TABLE 13. Pre-K Programs in PCS by Ward, 2011

Ward	# of Children Ages 3 and 4*	# of Pre-K Programs in DCPCS**	# of Slots Available**	# of Children Enrolled**	% of Capacity
1	1,481	6	448	360	80.4%
2	639	3	232	234	100.9%
3	1,762	0	0	0	N/A
4	1,623	10	692	695	100.4%
5	1,490	13	890	811	91.1%
6	1,358	8	618	635	102.8%
7	2,308	7	724	750	103.6%
8	2,792	7	667	631	94.6%
TOTAL	**13,453**	**54**	**4,271**	**4,116**	**96.3%**

*Data are from the 2005-2009 American Community Survey
**Data are from the 2011 Pre-K Capacity Audit, Child Trends

In 2011, OSSE funded a total of 496 pre-kindergarten slots in 30 classrooms across multiple Community-Based Organizations (see Table 14).

TABLE 14. Pre-K Slots Funded by OSSE in Community-Based Organizations, 2011

Ward	Total Number of OSSE-funded Pre-K Classrooms	Total Pre-K Capacity of OSSE-funded Pre-K Classrooms	Total Pre-K Enrollment OSSE-funded Pre-K Classrooms	% of Capacity
1	12	196	196	100.00%
2	0	0	0	100.00%
3	0	0	0	100.00%
4	2	36	36	100.00%
5	3	48	48	100.00%
6	3	52	52	100.00%
7	0	0	0	100.00%
8	10	164	164	100.00%
TOTAL	**30**	**496**	**496**	**100.00%**

Data are from the District of Columbia Office of the State Superintendent of Education, Office of Early Childhood Education, 2011

Home visiting programs

Home visiting programs are typically designed to match at-risk parents with trained professionals who provide information and support during pregnancy and throughout a child's first three years. These voluntary, home-based programs are most often used with vulnerable families to affect parenting practices and child development positively.[49]

The content of individual home visiting programs varies, but most programs provide medical/health services, parenting classes, nutrition information, or prenatal services. Some programs also provide mental health services, which can range from screenings and referrals to direct services such as play-therapy, parent-child observations, and interventions such as counseling. Family planning services, which include activities such as contraceptive planning and optimal birth spacing, and developmental screenings or services for children can also be provided.[50]

As of 2010, there were 11 home visiting programs operating in the District of Columbia (see Table 15). The majority of the home visiting programs were concentrated in Wards 5, 6, 7, and 8. Ward 3, the Ward with the highest per capita income, served the fewest number of home visiting programs, with only three programs operating in this area.

Of the 11 agencies, five served fewer than 100 families with their home visiting program (with three programs reporting they served approximately 60 families), and four others served between 101 and 400 families. The Healthy Families/Thriving Communities (HFTC) Collaborative served 1,700 families, the largest client population of the home visiting programs in the District of Columbia. The organization with the smallest client population, Parents as Teachers (PAT) Heroes at Home (not shown in Table 15), served 112 families in the metropolitan area in 2010, but only 12 families in the District of Columbia proper through their site at Walter Reed Army Medical Center. Three home visiting programs, the Family Place, Mary's Center Healthy Start, Healthy Families program, and the Perry School's HIPPY program, received funding from OSSE in fiscal year 2011 to serve additional families. The Family Place served 43 families, Mary's Center served an additional 40 families, and the Perry School served an additional 60 families as a result of this funding.

TABLE 15. Home Visiting Programs by Ward, 2010

Program	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Number of Families Served
Children's National Medical Center: Generations Program						×	×	×	50
Department of Health's Healthy Start Program					×	×	×	×	330
Department of Mental Health's Healthy Start Program					×	×	×	×	60
The Family Place	×				×				43
Healthy Babies Project	×	×		×	×	×	×	×	250
Healthy Families/Thriving Communities Collaboratives	×	×		×	×	×	×	×	1700
Mary's Center Father-Child Program	×	×	×	×	×	×	×	×	60
Mary's Center Healthy Start Healthy Families Program	×	×	×	×	×	×	×	×	271
Perry School's HIPPY Program	×				×	×	×	×	120
Washington Hospital Center's Healthy Foundations and Teen Alliance for Prepared Parenting Program	×	×	×	×	×	×	×	×	150

Data are from phone interviews conducted with home visiting program directors in 2010.1 Additional data obtained from the Office of the State Superintendent of Education, FY2011

Early Intervention Services (Part C of the Individuals with Disabilities Education Act)

Early intervention (EI) is the process of providing health, educational, and therapeutic services to children age birth to five with developmental delays or disabilities. EI services include, but are not limited to: specialized instruction, physical therapy, occupational therapy, speech and language services, cognitive therapy, and psychological services. EI also includes service coordination to help families navigate the process.

EI for infants and toddlers (birth to age three) is mandated by Part C of the Individuals with Disabilities Education Act (IDEA) and is often referred to just as "Part C." The Office of the State Superintendent of Education (OSSE) serves as the lead agency in the District for the Administration of IDEA Part C. Part C services in the District of Columbia are coordinated and administered through OSSE's Strong Start Early Intervention Program). Services for children with disabilities from age three to 21 are regulated by Part B of IDEA. OSSE also serves as the lead administration agency for IDEA Part B in the District.[51]

The DC Strong Start Early Intervention Child Find Program locates, identifies and refers children birth through two years of age who may have a disability or developmental delay. Children must meet one of the following criteria to be eligible for Part C EI services in the District of Columbia: 1) the child is diagnosed with a disability at birth; 2) the child expresses a 50 percent delay in one or more of five areas of development (cognitive, adaptive, physical and motor, communication, and social and/or emotional); or 3) the child does not have a 50 percent delay, but has received a clinical recommendation for services. Child Find sites are also tasked with increasing public awareness about the DC Early Intervention Program through community events, informing DC residents and hospital personnel about the DC EIP, and training pediatric physicians about identification and the referral process for DC EIP.[52] Table 16 shows the number and percentage of children in each Ward receiving Part C early intervention services. The largest number of children (66) is in Ward 4, and the smallest number of children (17) is in Ward 2. The largest percentage of children receiving early intervention is in Ward 1 (1.6%), and the smallest percentages are in Wards 2 and 3, 0.8 percent in each.

TABLE 16. Children 0-3 receiving IDEA Part C Early Intervention services, 2010

Ward	# of Children 0-3 Receiving IDEA Part C Services	% of Children under age 5 Receiving IDEA Part C Services
1	57	1.6%
2	17	0.8%
3	26	0.8%
4	66	1.4%
5	54	1.4%
6	42	1.1%
7	54	1.1%
8	62	0.9%
TOTAL	**378**	**1.2%**

Data are from the Office of the State Superintendent of Education, Division of Special Education, 2010

ASSIGNMENT OF RISK LEVELS

Each Ward was assigned an average risk level (ARL) based on the concentration of children affected by each of the specified risk factors. Wards were assigned an ARL of "1" for low risk, "2" for moderate risk, and "3" for high risk. For each indicator, the top third of Wards with the highest percentages of children affected by the risk indicator received a ranking of three, and the bottom third with the lowest percentages of children affected by the risk indicator received a ranking of one. The individual risk levels for each indicator were then totaled to determine the total risk level for each Ward. These total risk levels were then averaged (by thirteen) to determine the overall ARL of each Ward. Appendix A contains the risk level assignments for each indicator by Ward. Appendix B presents a similar risk analysis at the census tract level (using eight of the eleven risk indicators, as these were the only ones available at the census tract level). Census-tract analyses illustrate that there are pockets within each Ward that do not match the overall risk categorization of the Ward. For example, there is a pocket of higher risk in Ward 6, which is categorized as a moderate risk Ward. Likewise, there are several pockets of low risk within Ward 7, considered overall a high-risk Ward (see Appendix B, Table 2).

Ward-level findings on risk level

Table 17 contains the District of Columbia's eight Wards by ARL. ARL's are based on data from the 2010 Decennial Census, 2005-2009 American Community Survey data, 2008 Vital Statistics data, 2008 Department of Health data, 2010 Income Maintenance Administration data, and FY2009 Child and Family Services Agency data. Based on the risk analyses, Wards 2 and 3 were low risk, Wards 1, 4, and 6 were moderate risk, and Wards 5, 7 and 8 were high risk. Figure 1 illustrates the levels of risk in each Ward, with green indicating low risk, yellow indicating moderate risk, and red-orange indicating high risk.

TABLE 17. Wards by Average Risk Level

Low Risk Wards	Average Risk Level	Moderate Risk Wards	Average Risk Level	High Risk Wards	Average Risk Level
2	1.36	1	1.92	5	2.58
3	1.00	4	1.92	7	2.92
		6	1.83	8	3.00

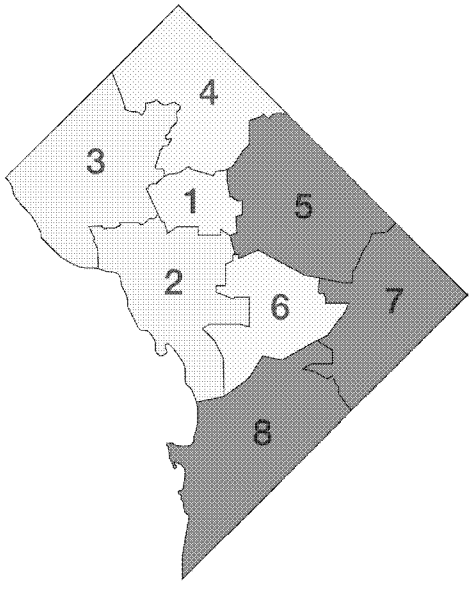


FIGURE 1. Wards by Average Risk Level

ANALYZING RISK AND REACH DATA TOGETHER

In order to determine the areas in the District most likely to benefit from early childhood services, an average risk level was developed to identify those Wards with the highest risk levels and, therefore, the greatest need for early childhood investments. These data were analyzed in conjunction with data on early childhood program capacity at the Ward level to determine the reach of ECE programs and services and to determine potential future improvements in service delivery.

As stated above, children served by child development centers and homes in each Ward may not reside in that Ward. Total capacity of each center and home is reported, not the specific number of children served at that location. Further, the number of children living in each Ward is an estimate based on the 2010 Decennial Census.

Child Care Risk and Reach by Ward

The following sections analyze center- and home-based care capacity to present a comprehensive picture of the availability of these types of care by Ward. For example, low-risk Wards 2 and 3 have the highest center-based total capacity, while moderate-risk Ward 6 and high-risk Wards 7 and 8 have the lowest center-based total capacity. Similarly, moderate-risk Wards 4 and 6 and high-risk Ward 7 have the highest home-based total capacity, while low-risk Wards 2 and 3 and moderate-risk Ward 1 have the lowest. In general, lower-risk Wards have higher center-based total capacity, while higher-risk Wards have higher home-based total capacity. This may be due in part to the fact that home-based providers may not reside in lower-risk Wards, therefore there is simply less home-based care available in these areas. Similarly, higher income families living in lower-risk Wards may use family child care homes less often than center-based care. Research supports this assertion, as family child care, specifically family, friend, and neighbor care, is the most common child care arrangement for children from low-income families and is less common for children from more affluent families.[53]

Child development centers

Wards with the highest average risk level are 5, 7, and 8, yet none of the child development centers in these Wards have enough total capacity to reach many of the children under age five. Ward 7 has the lowest total center capacity and the lowest percentage of children able to be served by center-based care of all eight Wards (32.1 percent) (see Table 18). Ward 8 has the second lowest total percentage of children able to be served by center-based care (35.4 percent). When analyzing the data by age group, low-risk Ward 3 has the lowest percentage of infants and toddlers able to be served by center-based care (6.3%), while low-risk Ward 2 has the greatest percentage (81.9 percent). Capacity data were not available specifically for children age three to five, so capacity data for all older children (ages 3-15) are presented below. These slots may or may not be filled by children age three to five. Ward 2 has the greatest percentage of older children able to be served (305.0 percent), and Ward 7 has the lowest percentage (46.4 percent).

TABLE 18. Percentage of Children Able to be Served by Center-Based Care, 2011

Ward	# of Children Under Age 3*	# of Children Ages 3-5*	# of Infants/ Toddler (0-2) Slots**	% of Children Ages 0-2 Able to be Served	# of Older Children (3-15) Slots**	% of Children Ages 3-15 Able to be Served	Total % of Children Able to be Served
1	2,846	1,858	513	18.0%	1,795	96.6%	49.1%
2	1,257	913	1,029	81.9%	2,785	305.0%	175.8%
3	2,757	2,505	173	6.3%	2,509	100.2%	51.0%
4	3,102	2,304	568	18.3%	2,350	102.0%	54.0%
5	2,783	2,108	284	10.2%	2,093	99.3%	48.6%
6	2,755	1,929	667	24.2%	1,627	84.3%	49.0%
7	2,529	3,299	340	13.4%	1,531	46.4%	32.1%
8	4,251	4,126	755	17.8%	2,211	53.6%	35.4%
TOTAL	**22,280**	**19,042**	**4,329**	**19.4%**	**16,901**	**88.8%**	**51.4%**

*Data are from the 2005-2009 American Community Survey

**Data are from the District of Columbia Office of the State Superintendent of Education Early Care and Education Administration, 2011

Several Wards do not have the capacity to serve all low-income children age birth to five in centers that provide care to subsidy-receiving families. Low-risk Ward 3 and high-risk Wards 7 and 8 can provide center-based care to 68.8 percent, 76.8 percent, and 60.4 percent of children in subsidy-receiving families, respectively. Ward 3 has the lowest number of children living below the poverty level (80 children) of all eight Wards, however, there are not enough slots in centers providing care to subsidy-receiving families to serve all of these children. This is not the case for Wards with lower numbers of children living below the poverty level, such as in Wards 2 and 4, where over 100 percent of low-income children can be served by child development centers that serve subsidy-receiving families.

Ward 8 has the highest number of centers (36) participating in the "Going for the Gold" Tiered Rate Reimbursement System and has the most centers with a Gold rating. Centers must receive child care subsidies to be eligible for participation in the tiered rate reimbursement system, indicating that Ward 8 also has the highest number of child development centers receiving child care subsidies. Wards 4 and 7 also have high numbers of centers participating in "Going for the Gold," 33 centers and 30 centers. Wards 2 and 3 have the fewest number of centers participating in "Going for the Gold. Ward 3 has two centers and Ward 2 has 16, which may be because Wards 2 and 3 have the lowest number of children under age five in families living below the federal poverty threshold and the need for child care subsidies is lower.

Child development homes

Research shows that family child care and home-based care is commonly used among low-income families.[53] In the District of Columbia, the largest number of child development homes is in Ward 4, which has a moderate average risk level. Ward 6, which also has a moderate risk level, has more child development homes than Wards 5 and 8, which are both high risk level Wards. Wards 7 and 8 also have the largest number of homes receiving child care subsidies, and in turn, the highest number of homes participating in the "Going for the Gold." Additionally, Ward 8 has the most homes with a Gold rating. In this Ward, there are fewer child development homes than most other moderate to high risk Wards, yet many more children under the age of five live in this community.

TABLE 19. Percentage of Children Able to be Served by Home-Based Care, 2011

Ward	# of Children Under Age 3*	# of Children Ages 3-5*	# of Infants/ Toddler (0-2) Slots**	% of Children Ages 0-2 Able to be Served	# of Older Children (3-15) Slots**	% of Children Ages 3-15 Able to be Served	Total % of Children Able to be Served
1	2,846	1,858	12	0.4%	18	1.0%	0.6%
2	1,257	913	8	0.6%	12	1.3%	0.9%
3	2,757	2,505	3	0.1%	12	0.5%	0.3%
4	3,102	2,304	71	2.3%	120	5.2%	3.5%
5	2,783	2,108	41	1.5%	66	3.1%	2.2%
6	2,755	1,929	57	2.1%	93	4.8%	3.2%
7	2,529	3,299	59	2.3%	103	3.1%	2.8%
8	4,251	4,126	45	1.1%	77	1.9%	1.5%
TOTAL	**22,280**	**19,042**	**296**	**1.3%**	**501**	**2.6%**	**1.9%**

* Data are from the 2005-2009 American Community Survey

** Data are from the District of Columbia Office of the State Superintendent of Education Early Care and Education Administration

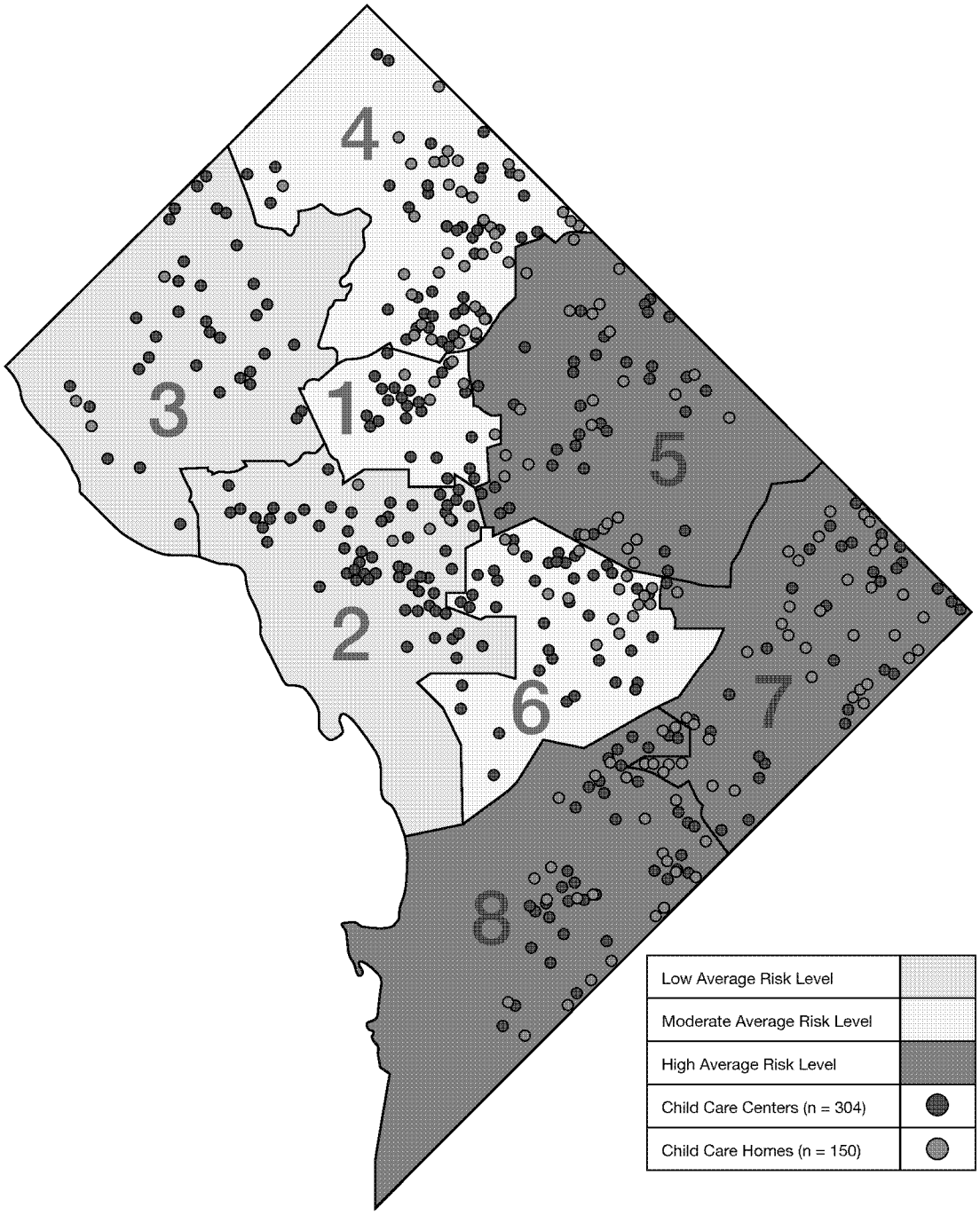
Despite the fact that Wards 1 and 5 have a similar number of young children, Ward 1 has only six child development homes, significantly fewer than Ward 5. Wards 2 and 3 have the lowest number of child development homes and as a result, serve the fewest number of children through this type of care. However, Ward 3 also has a low average risk level and the fewest number of children living in poverty.

Overall, the District has the total capacity to serve 1.9% of children in home-based care. Ward 4 can serve the highest percentage of children in home-based care (3.5 percent), and Ward 3 can serve the lowest percentage (0.3 percent). Wards 4 and 7 have the highest percentage of infants and toddlers able to be served by home-based care (2.3 percent for both Wards), while Ward 1 has the lowest percentage (0.4 percent). Wards 4 and 6 have the highest percentage of older children able to be served by home-based care, with 5.2 percent and 4.8 percent, respectively.

In total, 4.3 percent of children living in families below the poverty level can be served by homes that provide care to subsidy-receiving families. As evidenced above, Ward 3 has no child development homes that provide care to subsidy-receiving families. With the exception of Ward 3, moderate-risk Ward 1 and low-risk Ward 2 have the highest percentages of children living in poverty able to be served by homes that provide care to subsidy-receiving families (1.3 percent and 1.6 percent, respectively). Wards 4 and 6 have the highest percentages of children living below the poverty level that can be cared for by child development homes serving subsidy-receiving families, at 13.3 percent and 12.8 percent, respectively.

A visual representation of this data is shown in Figure 2, which displays a map of the locations of child care centers and homes across the District. As with Figure 1, risk levels are indicated by color.

FIGURE 2. Child care centers and homes by Ward, 2011



Head Start/Early Head Start Program Risk and Reach by Ward

In an effort to expand pre-k services throughout the District, during the 2010-2011 school year DCPS recently began utilizing a blended model for Head Start; that is, pre-k and Head Start children are integrated in the same classroom. The blending of federal Head Start and local funds in these classrooms enables DCPS schools to provide Head Start's comprehensive services (e.g., health services, nutrition, and parent education) to eligible three- and four-year old children and their families. The exact number of children enrolled in Head Start programs in DCPS classrooms cannot be determined on the individual Ward level due to the use of this blended model.[54] However, since Head Start is targeted for low-income children and families, assessing the availability of pre-k programs in Title I schools, may provide some insight into how prevalent Head Start funding is within individual Wards.[55] Table 20 shows the number and percentage of Title I schools in each Ward.

All DCPS schools that have pre-kindergarten programs in high risk Wards 5, 7, and 8 receive Head Start funding. Ward 1, a moderate risk level Ward, has fewer Title I schools than Wards 5, 7, and 8, but also has 100 percent of its pre-k programs in Title I schools. Other moderate risk level Wards—Wards 4 and 6, have 83.3 percent and 61.5 percent of their pre-k programs in Title I schools. Ward 2, which has a low average risk level, only has six pre-k programs, but four (66.7 percent) of them are in Title I schools. Not surprisingly, Ward 3, the lowest risk Ward, has eight pre-k programs in DCPS, but none of them are in Title I schools. Overall, the greatest number of DCPS pre-k programs in Title I schools are in Wards 7 and 8, with 16 and 15 programs, respectively.

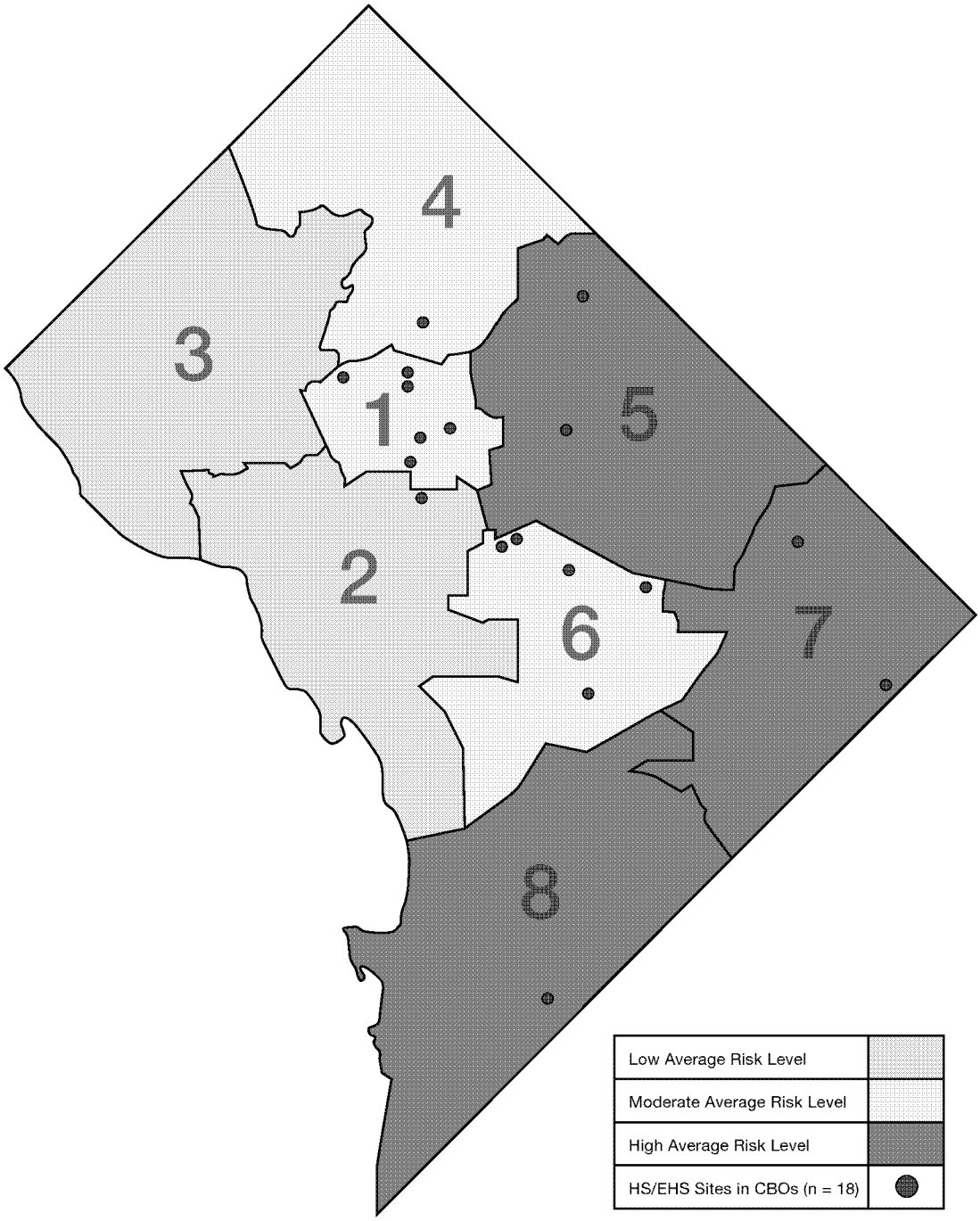
TABLE 20. Prevalence of Head Start Funding Across Wards

Ward	# of Pre-K Programs in DC Public Schools	# of Title I DCPS Schools by Ward[54]	% of Title I DCPS Schools with Pre-K Programs that receive Head Start funds
1	6	6	100.0%
2	6	4	66.7%
3	8	0	0.0%
4	12	10	83.3%
5	10	10	100.0%
6	13	8	61.5%
7	16	16	100.0%
8	15	15	100.0%
TOTAL	**86**	**69**	**80.2%**

Head Start services are not only available to income eligible children in DCPS schools, but as indicated in Table 10 above, several local grantees receive Head Start and Early Head Start funding and serve children centers-based settings. High risk Wards 5, 7, and 8 served the lowest number of children in Head Start/Early Head Start centers, with 65 children, 43 children, and 28 children enrolled, respectively. Ward 1 served the most children with 458 children enrolled, which can partially be attributed to the 193 children served by the Rosemount center. Ward 3 has no Head Start/Early Head Start grantee programs.

Figure 3 displays a map of the locations of Head Start/Early Head Start grantee sites across the District of Columbia. As with Figures 1 and 2, risk levels are indicated by color. The map illustrates that Head Start /Early Head Start centers are most concentrated in Wards 1 and 6.

FIGURE 3. Head Start/Early Head Start Sites in CBOs by Ward, 2011



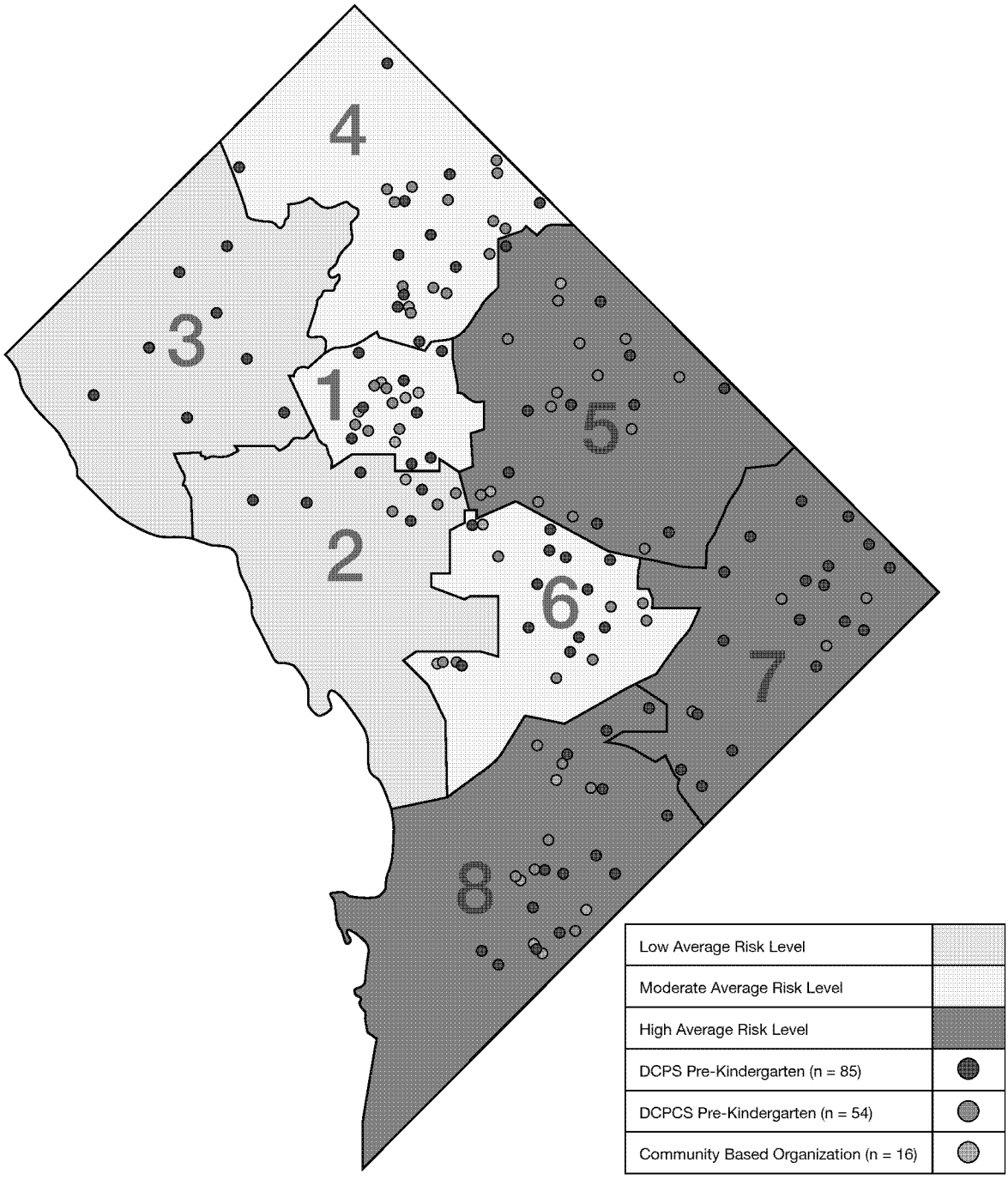
Pre-K Program Risk and Reach by Ward

Wards 7 and 8 have the highest number of children enrolled in public pre-kindergarten programs operated by DCPS, PCS, and CBOs, whereas Ward 3 has the lowest. Children in Wards 7 and 8, which are high risk Wards, may be more likely to be enrolled in publicly-funded programs than children in Ward 3 due to a higher population of children under the age of five living in families below the poverty threshold.

Of the CBOs receiving funding from OSSE for pre-kindergarten programs, the most slots are funded in moderate-risk Ward 1 (with 196 slots) and high-risk Ward 8 (with 164 slots). Although the 2008 *Pre-K Enhancement and Expansion Act* has increased the capacity for pre-k across the District of Columbia for three- and four-year-olds, the majority of this expansion has been within the District of Columbia Public Schools and Public Charter Schools, as reported in Tables 12 and 13.

A visual representation of this data is shown in Figure 4, which displays a map of the locations of pre-kindergarten programs across the District. As before, risk levels are indicated by color.

FIGURE 4. Pre-kindergarten Programs by Ward, 2011



Home Visiting Program Risk and Reach by Ward

The Children's National Medical Center Generations Program and the DC Departments of Health and Mental Health target home visiting services to families in Wards 5, 6, 7, and 8, Wards with moderate to high average risk levels. The Mary's Center programs and the Washington Hospital Center's Healthy Foundations and Teen Alliance for Prepared Parenting Program serve families that reside in all eight Wards of the District. The Perry School Community Services Center, which operates the HIPPY program, was created to address poverty-related issues in the North Capitol Street area; therefore this program serves families in only two Wards (1 and 5). Ward 3 has the fewest families receiving home visiting services, most likely due to its low average risk level.

Early Intervention Services Risk and Reach by Ward

The highest numbers of children receiving Part C early intervention services are in Wards 1, 4, 5, 7, and 8. Wards 5, 7, and 8 are all Wards with high risk levels, and Wards 1 and 4 are moderate risk-level Wards. The Wards with the lowest risk levels, Wards 2 and 3 also have the lowest numbers of children receiving these services.

CHANGES IN RISK AND REACH OVER TIME

As mentioned previously, this report is part of an endeavor to inform the District of Columbia's efforts to reach children most at risk for school failure with programs and services in early childhood. Changes that have occurred since the *District of Columbia Early Childhood Risk and Reach Assessment for Fiscal Year 2009* in regard to the District of Columbia's population of children birth to age five, Ward risk levels, and early childhood programming available in the District should be noted.

Preliminary data from the 2010 U.S. Census show that the population of children birth to age five decreased in Wards 1, 5, 7, and 8 by an average of 452 children. The population of children age birth to age five increased in Wards 2, 3, 4, and 6 by an average of 471 children. In addition to these population shifts, the percentage of children under five living in families below the federal poverty level decreased in Wards 1, 2, 4, and 6 by an average of 3.8 percent and increased in Wards 3, 5, 7, and 8 by an average of 10.1 percent.

The most substantial change in the ARL by Ward occurred in Ward 2, where the ARL decreased from 1.73 to 1.20. This decrease resulted in Ward 2 moving from a moderate risk level to a low risk level. This ARL is also lower than Ward 2's ARL in the *Risk and Reach Assessment for Fiscal Year 2008*. The ARLs of the other seven Wards were more consistent across the three assessments; Wards 1, 4, and 6 remained moderate risk level Wards, and Wards 5, 7, and 8 remained high risk level Wards. Ward 3 also remained a low risk level Ward.

Since the *2009 Risk and Reach Assessment*, the number of child development centers has decreased by 26 centers across all eight Wards of the District of Columbia (see Table 21). The largest decrease was in Ward 8, which had 45 centers in the 2009 assessment and 38 in the current assessment. Wards 1, 2, 3, 6, and 7 all decreased by approximately six centers between the two assessments. The number of centers in Wards 4 and 5 increased since the 2009 assessment. Ward 4 went from having 40 centers in Fiscal Year 2009 to 46 centers in the current assessment. Ward 5 had 32 centers in the last report and 34 centers in this 2011 assessment. The total capacity to serve children birth to age five in the District of Columbia decreased by 1,322 slots (see Table 22). Despite this overall decrease, Wards 4 and 5 both increased their child care center capacity by 334 and 78 slots, respectively.

TABLE 21. Change in Number of Centers over Time

Total # of Centers					
Ward	FY 2008 # of Licensed Child Development Centers	FY2009 # of Licensed Child Development Centers	% Change from FY2008 to FY2009	2011 # of Licensed Child Development Centers	% Change from FY2009 to 2011
1	29	31	6.90%	24	-22.58%
2	72	67	-6.94%	61	-8.96%
3	33	36	9.09%	34	-5.56%
4	38	40	5.26%	46	15.00%
5	36	32	-11.11%	34	6.25%
6	44	45	2.27%	39	-13.33%
7	35	35	0.00%	30	-14.29%
8	43	45	4.65%	38	-15.56%
TOTAL	**330**	**331**	**0.30%**	**305**	**-7.85%**

TABLE 22. Change in Center Capacity over Time

Total Center Capacity					
Ward	FY 2008 Total Center Capacity	FY2009 Total Center Capacity	% Change from FY2008 to FY2009	2011 Total Center Capacity	% Change from FY2009 to 2011
1	2,348	2,859	21.76%	2,308	-19.27%
2	4,424	4,266	-3.57%	3,814	-10.60%
3	2,433	2,619	7.64%	2,682	2.41%
4	2,386	2,584	8.30%	2,918	12.93%
5	2,641	2,299	-12.95%	2,377	3.39%
6	2,494	2,603	4.37%	2,294	-11.87%
7	2,005	2,050	2.24%	1,871	-8.73%
8	2,645	3,272	23.71%	2,966	-9.35%
TOTAL	**21,376**	**22,552**	**5.50%**	**21,230**	**-5.86%**

The total number of child development homes in the District of Columbia also decreased since the *2009 Risk and Reach Assessment* (see Table 23). The largest decreases were in Wards 5 and 7; the number of child development homes in Ward 7 decreased by 12, and the number of homes in Ward 5 decreased by 19. The total number of slots available to children 0-5 in child development homes, however, increased or stayed the same in the majority of Wards (see Table 24).

TABLE 23. Change in Number of Homes over Time

Total # of Homes					
Ward	FY2008 # of Child Development Homes	FY2009 # of Child Development Homes	% Change from FY2008 to FY2009	2011 # of Child Development Homes	% Change from FY2009 to 2011
1	10	8	-20.00%	6	-25.00%
2	7	4	-42.86%	4	0.00%
3	4	4	0.00%	3	-25.00%
4	36	35	-2.78%	35	0.00%
5	27	40	48.15%	21	-47.50%
6	31	30	-3.23%	29	-3.33%
7	45	42	-6.67%	30	-28.57%
8	30	28	-6.67%	23	-17.86%
TOTAL	**190**	**191**	**0.53%**	**151**	**-20.94%**

TABLE 24. Change in Home Capacity over Time

Total Homes Capacity					
Ward	FY2008 Total Home Capacity	FY2009 Total Home Capacity	% Change from FY2008 to FY2009	2011 Total Home Capacity	% Change from FY2009 to 2011
1	48	39	-18.75%	30	-23.08%
2	31	20	-35.48%	20	0.00%
3	20	19	-5.00%	15	-21.05%
4	169	165	-2.37%	191	15.76%
5	135	100	-25.93%	107	7.00%
6	153	145	-5.23%	150	3.45%
7	222	182	-18.02%	162	-10.99%
8	146	128	-12.33%	122	-4.69%
TOTAL	**924**	**798**	**-13.64%**	**797**	**-0.13%**

There was an overall decrease in the number of child development centers receiving subsidies and participating in "Going for the Gold" since the 2009 Risk and Reach report, although the difference is slight in Wards 3 and 4 (a difference of three centers in both Wards) (see Table 25). In Ward 7, the number of Gold- and Silver-rated centers decreased, but the number of Bronze-rated centers increased. In Ward 8, the number of Gold- and Silver-rated centers decreased, but the number of centers rated Silver increased. Since the 2009 report, the number of child development homes receiving subsidies increased or stayed the same in Wards 2, 3, 4, and 6 (see Table 26). The overall number of child development homes participating in "Going for the Gold" decreased. However, the number of Gold-rated homes in Ward 5 increased, and only decreased slightly (by an average of one home) in Wards, 6, 7, and 8. The number of bronze-rated child development homes increased in Wards 2, 4, and 6.

TABLE 25. Change in Total Number of Centers Participating in Going for the Gold over Time

Ward	FY2008 # of Licensed Child Development Centers Participating in Going for the Gold	FY2009 # of Licensed Child Development Centers Participating in Going for the Gold	% Change from FY2008 to FY2009	2011 # of Licensed Child Development Centers Participating in Going for the Gold	% Change from FY2009 to 2011
1	21	25	19.05%	24	-4.00%
2	22	22	0.00%	16	-27.27%
3	2	4	100.00%	2	-50.00%
4	27	26	-3.70%	33	26.92%
5	26	26	0.00%	26	0.00%
6	27	29	7.41%	26	-10.34%
7	29	31	6.90%	30	-3.23%
8	38	43	13.16%	36	-16.28%
TOTAL	**192**	**206**	**7.29%**	**193**	**-6.31%**

TABLE 26. Change in Total Number of Homes Participating in Going for the Gold over Time

Ward	FY2008 # of Licensed Child Development Homes Participating in Going for the Gold	FY2009 # of Licensed Child Development Homes Participating in Going for the Gold	% Change from FY2008 to FY2009	2011 # of Licensed Child Development Homes Participating in Going for the Gold	% Change from FY2009 to 2011
1	1	3	200.00%	2	-33.33%
2	3	1	-66.67%	2	100.00%
3	0	0	0.00%	0	0.00%
4	2	11	450.00%	13	18.18%
5	2	15	650.00%	13	-13.33%
6	6	13	116.67%	14	7.69%
7	10	28	180.00%	22	-21.43%
8	9	22	144.44%	20	-9.09%
TOTAL	**33**	**93**	**181.82%**	**86**	**-7.53%**

There are several factors that may have affected the overall decrease in the number of child development centers and homes since the *2009 Risk and Reach Assessment*. For example, these data were collected at multiple time points, which may have resulted in discrepancies in the data. Also, the current economic climate may have led families to utilize more informal arrangements for child care (such as a family member, friends, or neighbors) in order to save money on these expenses. This in turn may have forced child care centers to close. In addition, the increase in funding for public pre-kindergarten programs may have resulted in a shift from private child care centers to pre-kindergarten for many of the District of Columbia's 3- and 4-year-old children. Compared to the *2009 Risk and Reach Assessment*, 1,122 more children were enrolled in pre-kindergarten programs in District of Columbia Public Schools and District of Columbia Public Charter Schools in the 2010-2011 school year. Families may prefer to enroll their children in these programs because they are free of cost and are focused on preparing children for successful entry into the public school system.

The number of children enrolled in pre-kindergarten programs in DCPS and PCS increased across seven of the eight Wards (all except Ward 1). Increases were the greatest in Wards 8 (402 more children), 6 (381 more children), and 4 (303 more children). There was a slight increase in the number of children enrolled in pre-k in Wards 2 (11 children) and 3 (52 children), and a decrease in Ward 1 (18 children). The number of slots in OSSE-funded pre-kindergarten classrooms in CBOs increased since the *2009 Risk and Reach Assessment* from 492 slots to 496 slots.

Home visiting, Head Start/Early Head Start, and Part C early intervention program usage was not analyzed in the *2009 Risk and Reach Assessment*. Therefore, changes over time cannot be summarized in this assessment.

LIMITATIONS AND FUTURE DIRECTIONS

Although this report provides insight into how the District of Columbia is reaching its early childhood population, there are a number of limitations that should be considered. As mentioned previously, it is difficult to determine accurately whether child development programs within specific Wards are actually serving children who reside in those locations. This difficulty arises because children often attend early childhood programs outside of their immediate neighborhood. In order to remedy this situation in future reports, data on children's home addresses would need to be included within the analyses.

More detailed examinations at the census tract level for population figures and risk indicators would provide more insight into where there may be pockets of need within otherwise low or moderate risk Wards. Additionally, examining the distribution of reach programs and resources within the highest risk census tracts would provide more detailed information about individual Wards. Along those same lines, differentiating between the usage of services within Wards by those who actually live in the Ward and those who live elsewhere would be helpful in future work. This information can aid policymakers in targeting resources within and across Wards.

Data from the 2010 U.S. Census show that more than half of the growth in the total population of the United States between 2000 and 2010 was due to the increase in the Hispanic population. In the District of Columbia, the Hispanic population increased by over 21 percent between 2000 and 2010.[56] Due to this growing population of mono- and bilingual Spanish-speaking families, the enrollment of English Language Learners (ELL) in DC Public Schools and DC Public Charter Schools has increased substantially over the last decade. In order to support these students, OSSE currently oversees professional development opportunities for educators who work with English Language Learners. Data on the number of children under age five in each Ward who are non-native English speakers were not available for this assessment. If these data are available in the future, OSSE/ECE can better determine what additional resources may be needed to address the needs of ELL students in early childhood.

Federal initiatives have also influenced the development of programming intended to support the education, health, and well-being of children in the District of Columbia. In late 2010, the DC Promise Neighborhood Initiative (DCPNI) won a $500,000 grant to plan a Promise Neighborhood in the Parkside-Kenilworth community in Ward 7 of the District of Columbia. DCPNI is working to develop partnerships between the Cesar Chavez Public Charter School for Public Policy (the Promise Neighborhood applicant agency), neighborhood public schools, private corporations, community residents, service providers, expert partners and funders to build a "pipeline" of services and supports for the children of Parkside/Kenilworth. These services will include prenatal care, medical and dental services, counseling, tutoring, and out-of-school-time programs.[57] The District of Columbia Promise Neighborhood will also include a $12-million Educare site that is expected to open early in 2012 in Ward 7. Educare, funded by a group of public and private partners, aims to serve 175 infants, toddlers, preschoolers and their families. The hope is that this school will inspire improvement across DC in other early childhood programs through the use of evidence-based practices.[58] Future editions of this *Early Childhood Risk and Reach Assessment* could include analyses of these new initiatives to examine the effects they have on both risk and reach within Ward 7 and its surrounding areas.

The data for this assessment were collected from a variety of agencies and organizations in the District of Columbia. The development of a coordinated data system across agencies such as the DC Department of Health, OSSE/ECE and Special Education will ensure reliable data and streamline data collection processes. Aligning these data with information collected in the K-12 public school system will allow the District of Columbia to better track children's progress towards positive developmental outcomes from birth through adolescence.

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APPENDICES

Legend:

Low Average Risk Level	
Moderate Average Risk Level	
High Average Risk Level	

Appendix A. Combined Risk Indicators by Ward.

TABLE 1. Combined Risk Indicators by Ward.

Ward	% Children Under 5 Living in Families Below Poverty Level **	Risk Level	% Births to Single Mothers ***	Risk Level	% Births to Teen Mothers ***	Risk Level	% Low Birth Weight Infants ***	Risk Level
1	23.0%	2	57.2%	2	9.9%	2	7.5%	1
2	15.1%	1	29.5%	1	5.6%	1	8.5%	1
3	2.4%	1	6.2%	1	0.7%	1	7.4%	1
4	10.2%	1	59.0%	2	9.7%	2	8.5%	1
5	23.3%	2	71.2%	3	16.4%	3	10.9%	2
6	17.5%	1	44.6%	2	8.0%	2	10.3%	2
7	44.1%	3	85.8%	3	18.6%	3	13.9%	3
8	58.7%	3	89.1%	3	19.9%	3	14.0%	3
TOTAL	**28.1%**	**2**	**61.0%**	**2**	**12.2%**	**2**	**10.4%**	**2**

** Data are from the 2005-2009 American Community Survey

*** Data are from 2008 Vital Statistics Data, DC Department of Health and NeighborhoodInfo DC at the Urban Institute

TABLE 1. Combined Risk Indicators by Ward, Continued.

Ward	% Births to Mothers who Did Not Receive Adequate Prenatal Care ***	Risk Level	% of Births to Mothers with Less than 12 Years of Formal Education ***	Risk Level	Infant Mortality Rate per 1,000 Live Births ^	Risk Level	% of Children Under 5 in Families Receiving Aid Through TANF ^^	Risk Level
1	38.2%	2	29.6%	3	6.4	1	14.50%	2
2	26.3%	2	12.6%	2	11.0	1	34.90%	1
3	13.7%	1	1.8%	1	1.1	1	0.30%	1
4	40.2%	3	27.7%	3	16.6	2	16.00%	1
5	43.4%	3	18.7%	2	18.2	3	25.10%	2
6	29.3%	2	10.5%	1	6.4	2	33.40%	2
7	50.8%	3	20.5%	3	18.2	3	34.00%	3
8	50.7%	3	23.1%	3	18.1	3	33.30%	3
TOTAL	**38.5%**	**3**	**19.9%**	**2**	**10.9**	**2**	**35.4%**	**2**

*** Data are from 2008 Vital Statistics Data, DC Department of Health and NeighborhoodInfo DC at the Urban Institute

^ Data are from the 2008 Department of Health. Maternal education level was unknown for 4.2% of the sample.

^^ Data are from 2010 Income Maintenance Administration, DC Department of Human Services and NeighborhoodInfo DC at the Urban Institute

TABLE 1. Combined Risk Indicators by Ward, Continued.

Ward	% Children Under 5 in Families Receiving Aid Through SNAP (Food Stamps) ^^	Risk Level	% Children in Families Receiving Aid Through Medicaid/ SCHIP ^^^	Risk Level	# of Substantiated Cases of Abuse & Neglect ^^^^	Risk Level	Average % Proficient on DC CAS*^	Risk Level
1	22.40%	2	60.30%	3	147	1	50.3%	2
2	48.40%	1	s	s	86	1	39.5%	3
3	0.60%	1	5.10%	1	4	1	82.8%	1
4	25.40%	2	64.80%	3	140	1	49.1%	2
5	33.90%	3	59.20%	3	343	2	43.8%	3
6	42.60%	2	64.50%	3	79	1	49.8%	2
7	45.40%	3	68.50%	3	360	2	30.9%	3
8	42.00%	3	62.50%	3	671	3	31.4%	3
TOTAL	**46.9%**	**2**	**65.1%**	**3**	**2004**	**3**	**44.1%**	**3**

^^ Data are from 2010 Income Maintenance Administration, DC Department of Human Services and NeighborhoodInfo DC at the Urban Institute
^^^ Data are from the 2009 Income Maintenance Administration, DC Department of Human Services
^^^^ Data are from DC Child and Family Services Agency for fiscal year 2009. 174 cases were missing the child's home Ward.
*^ Data are from District of Columbia Assessment and Accountability Data Reports, 2011
s = Data suppressed for this indicator and Ward because it does not produce a reliable estimate.

Appendix B. Average Risk Levels by Census Tract

Of the 188 census tracts in the District, the average risk level could not be determined for 16 of them, as data were suppressed for census tracts where data was available for less than 5 risk indicators. Of the remaining 172 census tracts, 57.6 percent (99) were considered low-risk census tracts. Approximately 29.7 percent (51) of census tracts were considered moderate-risk, and only 12.8 percent (22) were categorized as high-risk.

TABLE 1. Average Risk Level by Census Tract

Low Risk Census Tracts	Average Risk Level	Moderate Risk Census Tracts	Average Risk Level	High Risk Census Tracts	Average Risk Level	Census Tracts for Which Average Risk Level Could Not be Determined	
1.00	1.00	**17.01**	1.88	**60.02**	3.00	**2.01**	s
2.02	1.00	**21.01**	2.00	**73.02**	2.38	**18.01**	s
3.00	1.00	**21.02**	1.75	**74.03**	2.50	**53.02**	s
4.00	1.00	**22.02**	1.75	**74.07**	2.50	**54.01**	s
5.01	1.17	**28.02**	1.75	**74.08**	2.63	**54.02**	s
5.02	1.00	**30.00**	2.13	**74.09**	2.38	**57.01**	s
6.00	1.00	**31.00**	1.75	**75.03**	2.43	**57.02**	s
7.01	1.00	**32.00**	1.88	**75.04**	2.63	**62.01**	s
7.02	1.33	**37.00**	2.00	**78.03**	2.38	**62.02**	s
8.01	1.00	**43.00**	1.75	**88.04**	2.50	**63.02**	s
8.02	1.00	**46.00**	1.75	**89.03**	2.38	**68.04**	s
9.01	1.00	**47.00**	2.13	**89.04**	2.38	**73.01**	s
9.02	1.17	**48.02**	1.75	**91.02**	2.50	**73.08**	s
10.01	1.17	**49.01**	1.75	**96.01**	2.63	**86.00**	s
10.02	1.00	**64.00**	2.33	**96.02**	2.38	**89.05**	s
11.00	1.00	**68.01**	1.88	**97.00**	2.38	**98.09**	s

Low Risk Census Tracts	Average Risk Level	Moderate Risk Census Tracts	Average Risk Level	High Risk Census Tracts	Average Risk Level	Census Tracts for Which Average Risk Level Could Not be Determined
12.00	1.00	**71.00**	1.88	**98.01**	2.38	
13.01	1.17	**73.04**	2.29	**98.06**	2.43	
13.02	1.00	**74.01**	2.25	**98.08**	2.38	
14.01	1.17	**74.04**	1.88	**99.04**	2.50	
14.02	1.00	**74.06**	2.25	**99.05**	2.67	
15.00	1.00	**75.02**	2.13	**99.07**	2.50	
16.00	1.00	**76.01**	2.25			
17.02	1.25	**76.04**	2.17			
18.03	1.63	**76.05**	2.25			
18.04	1.63	**77.07**	2.13			
19.01	1.50	**77.08**	1.88			
19.02	1.38	**77.09**	1.75			
20.01	1.57	**78.04**	2.25			
20.02	1.63	**78.06**	2.17			
22.01	1.50	**78.07**	2.00			
23.01	1.63	**78.08**	2.29			
23.02	1.60	**78.09**	2.14			
24.00	1.57	**79.01**	2.25			
25.01	1.50	**79.03**	2.00			
25.02	1.63	**87.01**	1.88			
26.00	1.00	**87.02**	1.88			
27.01	1.25	**88.02**	2.00			
27.02	1.25	**88.03**	2.13			
28.01	1.25	**91.01**	1.75			
29.00	1.25	**92.03**	2.00			
33.01	1.25	**95.01**	1.75			
33.02	1.38	**96.03**	1.75			
34.00	1.38	**98.02**	2.17			
35.00	1.63	**98.03**	2.33			
36.00	1.50	**98.04**	2.25			
38.00	1.50	**98.07**	1.88			
39.00	1.14	**99.01**	2.00			
40.01	1.17	**99.02**	2.29			
40.02	1.00	**99.03**	2.17			
41.00	1.00	**99.06**	2.13			
42.01	1.00					
42.02	1.17					
44.00	1.13					
48.01	1.67					
49.02	1.63					
50.00	1.38					
51.00	1.20					
52.01	1.38					
52.02	1.67					

Low Risk Census Tracts	Average Risk Level	Moderate Risk Census Tracts	Average Risk Level	High Risk Census Tracts	Average Risk Level	Census Tracts for Which Average Risk Level Could Not be Determined
53.01	1.13					
55.00	1.17					
56.00	1.00					
58.00	1.00					
59.00	1.13					
60.01	1.25					
61.00	1.29					
63.01	1.25					
65.00	1.00					
66.00	1.00					
67.00	1.14					
68.02	1.25					
69.00	1.00					
70.00	1.33					
72.00	1.63					
76.03	1.50					
77.03	1.63					
80.01	1.25					
80.02	1.38					
81.00	1.14					
82.00	1.17					
83.01	1.00					
83.02	1.00					
84.02	1.25					
84.10	1.63					
85.00	1.63					
90.00	1.25					
92.01	1.50					
92.04	1.63					
93.01	1.25					
93.02	1.50					
94.00	1.50					
95.03	1.38					
95.04	1.38					
95.05	1.38					
95.07	1.50					
95.08	1.38					
95.09	1.63					
96.04	1.67					

s = Data suppressed for these census tracts because they had data for less than five risk indicators.

Table 2 shows the average risk level of each census tract and the Ward in which that tract is located. Census tracts indicated with asterisks are those that cut across multiple Wards. Not surprisingly, high-risk Wards 5, 7, and 8 have the most high-risk census tracts. Ward 8, which received the highest average risk level, was the only Ward that had no low-risk census tracts and the only Ward that had more high-risk census tracts (11) than moderate-risk census tracts (10).

Although Ward 7 is considered a high-risk Ward, 64.0 percent (16) of its census tracts were moderate-risk. Further, over half of the census tracts (53.8 percent) were low-risk in Ward 5, another high-risk Ward.

Of the remaining Wards, Ward 6 was the only one that had any high-risk census tracts—only 60.02. The majority of the other census tracts in Ward 6 were low-risk (72.4 percent). The other moderate-risk Wards 1 and 4 also had a majority of low-risk census tracts, with 71.4 percent and 82.6 percent, respectively. Ward 3, a low-risk Ward, was the only one with all low-risk census tracts. Ward 2, another low-risk Ward, only had four census tracts that were moderate-risk, three of which also cut across a moderate-risk Ward.

TABLE 2. Average Risk Level of each Census Tract, by Ward.

Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
5.01*	1.00	3.00*	14.01	23.02	46.00*	68.04*	73.01
27.01	2.01	4.00	14.02	33.01	47.00*	76.03	73.02
27.02	2.02	5.01*	15.00	33.02	48.02*	76.04	73.04
28.01	3.00*	5.02	16.00	34.00*	58.00*	76.05*	73.08
28.02	41.00	6.00	17.01	46.00*	59.00	77.03	74.01
29.00	42.01*	7.01	17.02	86.00*	60.01*	77.07	74.03
30.00	42.02	7.02	18.01	87.01	60.02	77.08	74.04
31.00	43.00*	8.01	18.03	87.02	61.00*	77.09	74.06
32.00	47.00*	8.02	18.04	88.02	62.01*	78.03	74.07
34.00*	48.01*	9.01	19.01	88.03	62.02*	78.04	74.08
35.00	48.02*	9.02	19.02	88.04	63.01	78.06	74.09
36.00	49.01	10.01	20.01	89.03	63.02	78.07	75.02
37.00	49.02	10.02	20.02	89.04	64.00	78.08	75.03
38.00	50.00	11.00	21.01	89.05	65.00	78.09	75.04
39.00	51.00	12.00	21.02	90.00	66.00	79.03	76.01
40.01	52.01	13.01	22.01	91.01	67.00	96.01	76.05*
40.02	52.02	13.02	22.02	91.02	68.01	96.02	97.00
42.01*	53.01	14.01*	23.01	92.01	68.02	96.03	98.01
43.00	53.02	14.02*	24.00	92.03	68.04*	96.04	98.02
44.00	54.01		25.01	92.04	69.00	99.01	98.03
48.01*	54.02		25.02	93.01	70.00	99.02	98.04
	55.00		26.00	93.02	71.00	99.03	98.06
	56.00		95.05	94.00	72.00	99.04	98.07
	57.01		95.07	95.01	79.01	99.05	98.08
	57.02			95.03	80.01	99.06	98.09
	58.00			95.04	80.02	99.07	
	60.01*			95.08	81.00		
	61.00*			95.09	82.00		
	62.01*				83.01		
	62.02*				83.02		
					84.02		
					84.10		
					85.00		
					86.00*		

Source: DC Office of Planning/State Data Center

TABLE 3. Combined Risk Indicators by Census Tract

Census Tract	% Children Under 5 Living in Families Below Poverty Level*	Risk Level	% Births to Single Mothers^	Risk Level	% Births to Teen Mothers ^	Risk Level	% Low Birth Weight Infants^	Risk Level	% Births to Mothers who Did Not Receive Adequate Prenatal Care ^	Risk Level
1	0.0%	1	11.8%	1	0.0%	1	8.2%	1	6.9%	1
2.01	s	s	s	s	s	s	s	n/a	s	s
2.02	0.0%	1	2.4%	1	0.0%	1	4.3%	1	15.2%	1
3	0.0%	1	6.0%	1	0.0%	1	2.2%	1	11.0%	1
4	0.0%	1	0.0%	1	0.0%	1	0.0%	1	9.1%	1
5.01	0.0%	1	7.7%	1	0.0%	1	10.0%	1	23.3%	2
5.02	0.0%	1	3.4%	1	0.0%	1	5.9%	1	5.9%	1
6	0.0%	1	3.1%	1	0.0%	1	5.9%	1	20.6%	1
7.01	0.0%	1	5.9%	1	1.9%	1	9.3%	1	15.4%	1
7.02	0.0%	1	20.7%	1	2.8%	1	16.7%	2	31.4%	2
8.01	0.0%	1	9.6%	1	0.0%	1	5.3%	1	11.1%	1
8.02	0.0%	1	2.7%	1	2.4%	1	0.0%	1	7.7%	1
9.01	9.6%	1	1.9%	1	0.0%	1	7.3%	1	14.8%	1
9.02	0.0%	1	0.0%	1	0.0%	1	14.3%	2	4.8%	1
10.01	2.5%	1	3.4%	1	0.0%	1	10.5%	2	17.2%	1
10.02	0.0%	1	0.0%	1	0.0%	1	3.3%	1	13.3%	1
11	4.1%	1	5.3%	1	2.2%	1	8.7%	1	15.6%	1
12	0.0%	1	16.7%	1	1.7%	1	6.9%	1	12.5%	1
13.01	4.5%	1	11.5%	1	0.0%	1	13.2%	2	15.8%	1
13.02	0.0%	1	5.1%	1	0.0%	1	4.3%	1	8.7%	1
14.01	0.0%	1	4.0%	1	0.0%	1	9.7%	1	3.3%	1
14.02	0.0%	1	8.6%	1	2.3%	1	4.5%	1	15.4%	1
15	3.9%	1	1.4%	1	0.0%	1	6.1%	1	8.9%	1
16	0.0%	1	22.7%	1	3.4%	1	3.4%	1	14.8%	1
17.01	0.0%	1	57.7%	2	10.2%	1	20.3%	3	38.0%	2
17.02	10.5%	1	57.1%	2	7.5%	1	12.5%	2	15.8%	1
18.01	s	s	s	s	s	s	s	s	s	s
18.03	0.0%	1	56.4%	2	3.9%	1	8.8%	1	52.9%	3
18.04	35.8%	2	64.6%	2	8.3%	1	6.4%	1	47.3%	3
19.01	14.2%	1	61.1%	2	22.7%	2	8.0%	1	47.5%	3
19.02	0.0%	1	61.9%	2	0.0%	1	4.2%	1	27.3%	2
20.01	0.0%	1	72.2%	3	9.8%	1	4.9%	1	41.2%	2
20.02	0.0%	1	67.2%	3	16.5%	2	2.5%	1	37.3%	2
21.01	8.7%	1	70.7%	3	12.1%	1	14.3%	2	49.6%	3
21.02	4.6%	1	68.8%	3	7.7%	1	3.8%	1	54.6%	3
22.01	0.0%	1	66.2%	2	11.6%	1	10.1%	2	41.9%	2
22.02	8.6%	1	74.1%	3	20.3%	2	3.1%	1	46.7%	3

Census Tract	% Children Under 5 Living in Families Below Poverty Level*	Risk Level	% Births to Single Mothers^	Risk Level	% Births to Teen Mothers ^	Risk Level	% Low Birth Weight Infants^	Risk Level	% Births to Mothers who Did Not Receive Adequate Prenatal Care ^	Risk Level
23.01	14.5%	1	59.0%	2	11.1%	1	17.8%	2	50.0%	3
23.02	s	s	50.0%	2	0.0%	1	30.0%	3	20.0%	1
24	0.0%	1	64.6%	2	8.0%	1	8.0%	1	39.7%	2
25.01	62.0%	2	57.1%	2	11.7%	1	13.3%	2	35.2%	2
25.02	2.5%	1	72.6%	3	12.1%	1	5.7%	1	46.0%	3
26	14.9%	1	17.4%	1	0.0%	1	0.0%	1	17.4%	1
27.01	17.7%	1	44.4%	2	7.5%	1	7.5%	1	27.8%	2
27.02	0.0%	1	45.9%	2	1.1%	1	6.3%	1	33.3%	2
28.01	31.8%	1	65.0%	2	8.9%	1	4.5%	1	45.1%	2
28.02	21.4%	1	73.5%	3	14.0%	2	6.0%	1	39.0%	2
29	22.6%	1	66.7%	2	11.1%	1	6.2%	1	38.9%	2
30	56.8%	2	75.0%	3	14.8%	2	9.3%	1	46.8%	3
31	7.6%	1	67.5%	3	17.2%	2	11.5%	2	44.7%	2
32	18.8%	1	73.4%	3	12.1%	1	7.8%	1	52.0%	3
33.01	4.9%	1	47.5%	2	7.0%	1	4.7%	1	41.0%	2
33.02	16.8%	1	57.7%	2	3.0%	1	6.1%	1	40.6%	2
34	53.6%	2	51.5%	2	8.3%	1	2.8%	1	28.1%	2
35	7.5%	1	82.9%	3	11.9%	1	11.9%	2	63.9%	3
36	14.0%	1	56.6%	2	13.8%	2	6.3%	1	41.2%	2
37	25.2%	1	77.6%	3	16.7%	2	8.3%	1	47.3%	3
38	0.0%	1	46.9%	2	9.6%	1	12.3%	2	32.8%	2
39	4.9%	1	18.2%	1	4.2%	1	4.2%	1	23.9%	2
40.01	0.0%	1	10.3%	1	2.9%	1	8.8%	1	9.4%	1
40.02	0.0%	1	15.8%	1	4.8%	1	4.8%	1	14.3%	1
41	0.0%	1	0.0%	1	0.0%	1	0.0%	1	5.6%	1
42.01	0.0%	1	13.3%	1	0.0%	1	8.8%	1	17.6%	1
42.02	0.0%	1	18.8%	1	0.0%	1	0.0%	1	28.6%	2
43	0.0%	1	41.9%	2	8.8%	1	8.8%	1	46.7%	3
44	7.3%	1	28.1%	1	1.4%	1	7.1%	1	27.9%	2
46	0.0%	1	66.0%	2	10.0%	1	12.0%	2	52.2%	3
47	72.4%	3	85.1%	3	14.1%	2	9.0%	1	52.4%	3
48.01	0.0%	1	56.0%	2	13.8%	2	17.2%	2	44.0%	2
48.02	60.2%	2	59.4%	2	13.9%	2	11.1%	2	43.8%	2
49.01	67.0%	3	64.7%	2	8.8%	1	5.9%	1	40.6%	2
49.02	23.4%	1	59.5%	2	11.1%	1	13.3%	2	47.6%	3
50	0.0%	1	44.7%	2	8.1%	1	7.2%	1	37.3%	2
51	s	s	33.3%	1	20.0%	2	0.0%	1	20.0%	1
52.01	41.7%	2	29.6%	1	8.2%	1	11.5%	2	21.1%	1

Census Tract	% Children Under 5 Living in Families Below Poverty Level*	Risk Level	% Births to Single Mothers^	Risk Level	% Births to Teen Mothers ^	Risk Level	% Low Birth Weight Infants^	Risk Level	% Births to Mothers who Did Not Receive Adequate Prenatal Care ^	Risk Level
52.02	0.0%	1	s	s	0.0%	1	0.0%	1	60.0%	3
53.01	0.0%	1	10.5%	1	6.7%	1	13.3%	2	22.2%	1
53.02	s	s	s	s	s	s	s	s	s	s
54.01	s	s	s	s	s	s	s	s	s	s
54.02	s	s	s	s	s	s	s	s	s	s
55	11.5%	1	3.0%	1	0.0%	1	10.5%	2	16.2%	1
56	26.3%	1	4.5%	1	0.0%	1	8.7%	1	13.0%	1
57.01	s	s	s	s	s	s	s	s	s	s
57.02	s	s	s	s	s	s	s	s	s	s
58	0.0%	1	9.7%	1	0.0%	1	7.5%	1	21.1%	1
59	0.0%	1	46.2%	2	7.7%	1	0.0%	1	15.4%	1
60.01	0.0%	1	42.1%	2	0.0%	1	8.7%	1	39.1%	2
60.02	100.0%	3	100.0%	3	35.3%	3	29.4%	3	60.0%	3
61	76.5%	3	16.7%	1	0.0%	1	6.7%	1	13.3%	1
62.01	0.0%	1	s	s	0.0%	1	28.6%	3	0.0%	1
62.02	s	s	s	s	s	s	s	s	s	s
63.01	23.4%	1	40.0%	2	3.3%	1	6.7%	1	34.5%	2
63.02	s	s	s	s	s	s	s	s	s	s
64	68.6%	3	95.7%	3	25.5%	3	9.8%	1	50.0%	3
65	0.0%	1	4.0%	1	0.0%	1	0.0%	1	11.1%	1
66	0.0%	1	6.7%	1	0.0%	1	0.0%	1	5.3%	1
67	0.0%	1	7.1%	1	0.0%	1	10.4%	2	18.8%	1
68.01	0.0%	1	35.0%	2	14.9%	2	19.1%	2	12.2%	1
68.02	0.0%	1	33.3%	1	2.6%	1	23.7%	3	22.9%	1
68.04	s	s	100.0%	3	0.0%	1	0.0%	1	s	s
69	0.0%	1	13.8%	1	2.9%	1	2.9%	1	9.4%	1
70	0.0%	1	12.5%	1	2.4%	1	12.2%	2	25.0%	2
71	28.5%	1	75.0%	3	16.7%	2	10.4%	2	53.5%	3
72	0.0%	1	50.0%	2	0.0%	1	28.6%	3	16.7%	1
73.01	3.2%	1	s	s	2.2%	1	6.6%	1	33.0%	2
73.02	55.4%	2	86.6%	3	22.2%	2	11.1%	2	49.2%	3
73.04	47.7%	2	93.2%	3	25.3%	3	5.5%	1	55.4%	3
73.08	s	s	s	s	s	s	s	s	s	s
74.01	91.0%	3	91.1%	3	24.6%	2	8.8%	1	48.0%	3
74.03	78.8%	3	90.2%	3	21.9%	2	14.1%	2	54.3%	3
74.04	61.6%	2	82.3%	3	28.8%	3	9.1%	1	54.4%	3
74.06	71.8%	3	98.6%	3	20.3%	2	14.9%	2	68.9%	3
74.07	66.8%	3	90.6%	3	14.0%	2	10.5%	2	52.2%	3

Census Tract	% Children Under 5 Living in Families Below Poverty Level*	Risk Level	% Births to Single Mothers^	Risk Level	% Births to Teen Mothers ^	Risk Level	% Low Birth Weight Infants^	Risk Level	% Births to Mothers who Did Not Receive Adequate Prenatal Care ^	Risk Level
74.08	71.8%	3	95.3%	3	16.7%	2	18.2%	2	54.5%	3
74.09	32.3%	1	90.4%	3	25.9%	3	18.5%	2	52.8%	3
75.02	37.7%	2	91.6%	3	26.1%	3	10.9%	2	42.7%	2
75.03	56.6%	2	91.1%	3	26.7%	3	20.0%	2	68.8%	3
75.04	94.1%	3	91.7%	3	16.9%	2	21.5%	3	60.4%	3
76.01	30.2%	1	88.3%	3	18.3%	2	11.3%	2	49.2%	3
76.03	0.0%	1	77.8%	3	14.8%	2	5.6%	1	43.2%	2
76.04	14.0%	1	77.3%	3	14.6%	2	20.8%	3	44.4%	2
76.05	42.8%	2	75.9%	3	21.3%	2	19.7%	2	47.3%	3
77.03	27.4%	1	84.6%	3	17.8%	2	8.4%	1	54.9%	3
77.07	55.3%	2	86.2%	3	13.3%	2	18.3%	2	51.0%	3
77.08	55.8%	2	89.6%	3	23.5%	2	7.8%	1	53.3%	3
77.09	0.0%	1	90.0%	3	4.3%	1	4.3%	1	23.5%	2
78.03	38.5%	2	90.9%	3	22.9%	2	12.5%	2	58.1%	3
78.04	72.0%	3	90.5%	3	22.1%	2	14.3%	2	51.6%	3
78.06	24.3%	1	79.1%	3	24.5%	2	14.3%	2	61.0%	3
78.07	10.0%	1	81.4%	3	12.8%	2	8.5%	1	50.0%	3
78.08	75.8%	3	81.7%	3	22.7%	2	18.2%	2	41.5%	2
78.09	45.1%	2	87.7%	3	16.7%	2	5.0%	1	50.0%	3
79.01	37.6%	2	88.3%	3	14.5%	2	15.9%	2	50.9%	3
79.03	51.0%	2	86.7%	3	12.5%	1	12.5%	2	57.1%	3
80.01	0.0%	1	27.6%	1	2.5%	1	2.5%	1	29.7%	2
80.02	0.0%	1	43.2%	2	4.9%	1	14.8%	2	29.3%	2
81	3.0%	1	8.8%	1	2.2%	1	2.2%	1	11.4%	1
82	0.0%	1	4.8%	1	3.8%	1	15.4%	2	11.5%	1
83.01	0.0%	1	27.3%	1	6.7%	1	10.0%	1	17.2%	1
83.02	0.0%	1	4.0%	1	0.0%	1	9.4%	1	9.7%	1
84.02	0.0%	1	21.2%	1	2.8%	1	5.6%	1	20.0%	1
84.1	11.4%	1	73.7%	3	14.3%	2	4.8%	1	47.4%	3
85	0.0%	1	62.9%	2	12.8%	2	6.4%	1	47.6%	3
86	s	s	s	s	s	s	s	s	s	s
87.01	0.0%	1	65.6%	2	17.1%	2	11.4%	2	50.0%	3
87.02	0.0%	1	82.6%	3	19.2%	2	3.8%	1	54.5%	3
88.02	14.8%	1	83.1%	3	23.7%	2	17.1%	2	47.7%	3
88.03	45.0%	2	71.4%	3	16.7%	2	0.0%	1	41.9%	2
88.04	22.9%	1	88.4%	3	31.1%	3	22.2%	3	68.4%	3
89.03	41.4%	2	88.9%	3	26.3%	3	10.5%	2	51.5%	3
89.04	49.0%	2	83.3%	3	26.5%	3	11.8%	2	62.3%	3
89.05	s	s	s	s	s	s	s	s	s	s

Census Tract	% Children Under 5 Living in Families Below Poverty Level*	Risk Level	% Births to Single Mothers^	Risk Level	% Births to Teen Mothers ^	Risk Level	% Low Birth Weight Infants^	Risk Level	% Births to Mothers who Did Not Receive Adequate Prenatal Care ^	Risk Level
90	22.2%	1	61.9%	2	3.3%	1	6.7%	1	29.6%	2
91.01	31.8%	1	71.9%	3	12.3%	1	10.8%	2	41.8%	2
91.02	58.5%	2	86.0%	3	37.8%	3	17.8%	2	56.1%	3
92.01	51.6%	2	57.1%	2	5.9%	1	11.8%	2	42.9%	2
92.03	0.0%	1	74.4%	3	14.0%	2	11.6%	2	37.1%	2
92.04	0.0%	1	78.4%	3	7.7%	1	0.0%	1	54.5%	3
93.01	24.3%	1	56.4%	2	14.0%	2	7.0%	1	21.6%	1
93.02	0.0%	1	52.4%	2	0.0%	1	14.3%	2	36.8%	2
94	10.8%	1	54.3%	2	3.9%	1	13.7%	2	29.5%	2
95.01	8.4%	1	75.3%	3	15.8%	2	6.6%	1	44.6%	2
95.03	12.7%	1	47.1%	2	9.1%	1	22.7%	3	15.0%	1
95.04	36.9%	2	55.6%	2	5.0%	1	10.0%	1	35.3%	2
95.05	10.6%	1	64.9%	2	8.7%	1	17.4%	2	27.0%	2
95.07	19.6%	1	37.5%	2	0.0%	1	10.5%	2	64.3%	3
95.08	0.0%	1	61.8%	2	15.4%	2	7.7%	1	25.0%	2
95.09	18.2%	1	73.7%	3	18.2%	2	6.8%	1	31.7%	2
96.01	71.2%	3	87.5%	3	30.0%	3	16.0%	2	48.6%	3
96.02	95.6%	3	90.9%	3	10.0%	1	18.6%	2	59.6%	3
96.03	14.6%	1	86.9%	3	15.6%	2	9.4%	1	52.7%	3
96.04	55.1%	2	89.5%	3	8.7%	1	8.7%	1	45.0%	2
97	84.4%	3	81.5%	3	24.1%	2	17.2%	2	45.7%	2
98.01	80.0%	3	89.5%	3	30.0%	3	20.0%	2	61.1%	3
98.02	54.1%	2	87.8%	3	19.5%	2	9.8%	1	60.6%	3
98.03	54.8%	2	79.6%	3	26.2%	3	14.8%	2	48.0%	3
98.04	37.4%	2	93.1%	3	19.0%	2	14.3%	2	46.6%	3
98.06	58.4%	2	88.9%	3	13.1%	2	21.4%	3	51.4%	3
98.07	35.3%	2	88.0%	3	13.1%	2	8.2%	1	34.6%	2
98.08	39.3%	2	83.1%	3	20.0%	2	15.7%	2	46.7%	3
98.09	s	s	s	s	s	s	s	s	s	s
99.01	47.6%	2	72.7%	3	0.0%	1	26.7%	3	28.6%	2
99.02	100.0%	3	76.7%	3	30.3%	3	6.1%	1	40.7%	2
99.03	51.9%	2	88.5%	3	14.3%	2	14.3%	2	50.0%	3
99.04	79.8%	3	100.0%	3	24.2%	2	27.3%	3	55.6%	3
99.05	56.5%	2	92.5%	3	28.1%	3	14.0%	2	57.8%	3
99.06	28.0%	1	75.0%	3	8.7%	1	17.4%	2	52.9%	3
99.07	48.9%	2	91.2%	3	20.3%	2	25.4%	3	53.3%	3
TOTAL	25.7%	1	61.0%	2	12.2%	1	10.4%	2	38.5%	2

* Data are from the 2005-2009 American Community Survey

^ Data are from 2008 Vital Statistics Data, DC Department of Health and NeighborhoodInfo DC at the Urban Institute

s = Data suppressed for this indicator and census tract because it does not produce a reliable estimate.

TABLE 3. Combined Risk Indicators by Census Tract, Continued.

Census Tract	% of Deaths that were Infants ^	Risk Level	% of Children in Families Receiving Aid Through TANF ^	Risk Level	% Children in Families Receiving Aid Through SNAP (Food Stamps) ^	Risk Level
1	0.0%	1	s	s	s	s
2.01	s	s	s	s	s	s
2.02	0.0%	1	s	s	s	s
3	0.0%	1	s	s	s	s
4	0.0%	1	s	s	s	s
5.01	0.0%	1	s	s	s	s
5.02	0.0%	1	s	s	s	s
6	0.0%	1	s	s	s	s
7.01	0.0%	1	s	s	s	s
7.02	0.0%	1	s	s	s	s
8.01	0.0%	1	s	s	s	s
8.02	0.0%	1	s	s	s	s
9.01	0.0%	1	s	s	s	s
9.02	0.0%	1	s	s	s	s
10.01	0.0%	1	s	s	s	s
10.02	0.0%	1	s	s	s	s
11	0.0%	1	s	s	1.4%	1
12	0.0%	1	s	s	s	s
13.01	0.0%	1	s	s	s	s
13.02	0.0%	1	s	s	s	s
14.01	6.6%	2	s	s	s	s
14.02	0.0%	1	s	s	s	s
15	0.0%	1	s	s	s	s
16	0.0%	1	2.3%	1	5.6%	1
17.01	0.0%	1	44.1%	2	67.6%	3
17.02	0.0%	1	15.1%	1	23.3%	1
18.01	s	s	s	s	s	s
18.03	0.0%	1	32.5%	1	76.1%	3
18.04	0.0%	1	23.3%	1	50.8%	2
19.01	4.5%	1	16.6%	1	26.2%	1
19.02	0.0%	1	17.5%	1	42.5%	2
20.01	6.3%	1	57.7%	2	s	s
20.02	3.2%	1	25.7%	1	44.4%	2
21.01	6.3%	1	47.3%	2	82.2%	3
21.02	10.6%	2	28.3%	1	45.7%	2
22.01	2.2%	1	33.2%	1	61.4%	2
22.02	5.6%	1	33.0%	1	53.4%	2

Census Tract	% of Deaths that were Infants ^	Risk Level	% of Children in Families Receiving Aid Through TANF ^	Risk Level	% Children in Families Receiving Aid Through SNAP (Food Stamps) ^	Risk Level
23.01	4.2%	1	31.5%	1	51.6%	2
23.02	0.0%	1	s	s	s	s
24	4.2%	1	88.6%	3	s	s
25.01	0.0%	1	12.5%	1	20.2%	1
25.02	5.1%	1	24.9%	1	43.3%	2
26	0.0%	1	s	s	s	s
27.01	2.8%	1	11.7%	1	22.6%	1
27.02	3.2%	1	2.8%	1	9.7%	1
28.01	0.0%	1	17.0%	1	27.7%	1
28.02	0.0%	1	33.9%	2	54.7%	2
29	0.0%	1	12.0%	1	24.1%	1
30	0.0%	1	53.3%	2	72.2%	3
31	0.0%	1	28.5%	1	46.5%	2
32	4.9%	1	41.5%	2	68.5%	3
33.01	0.0%	1	12.2%	1	12.2%	1
33.02	0.0%	1	27.4%	1	34.7%	2
34	0.0%	1	13.4%	1	19.6%	1
35	3.1%	1	11.9%	1	20.3%	1
36	3.2%	1	20.7%	1	42.0%	2
37	0.0%	1	59.2%	2	84.9%	3
38	0.0%	1	22.1%	1	33.6%	2
39	0.0%	1	s	s	2.2%	1
40.01	9.5%	2	s	s	s	s
40.02	0.0%	1	s	s	s	s
41	0.0%	1	s	s	s	s
42.01	0.0%	1	s	s	s	s
42.02	0.0%	1	s	s	s	s
43	0.0%	1	46.0%	2	68.0%	3
44	4.2%	1	6.8%	1	12.2%	1
46	2.9%	1	33.8%	2	49.7%	2
47	1.4%	1	48.7%	2	63.9%	2
48.01	0.0%	1	s	s	s	s
48.02	0.0%	1	33.1%	1	39.8%	2
49.01	0.0%	1	35.0%	2	57.3%	2
49.02	0.0%	1	22.6%	1	47.6%	2
50	6.7%	2	5.0%	1	24.3%	1
51	0.0%	1	s	s	s	s
52.01	7.4%	2	21.2%	1	26.9%	1

Census Tract	% of Deaths that were Infants ^	Risk Level	% of Children in Families Receiving Aid Through TANF ^	Risk Level	% Children in Families Receiving Aid Through SNAP (Food Stamps) ^	Risk Level
52.02	s	s	50.0%	2	50.0%	2
53.01	0.0%	1	5.9%	1	7.1%	1
53.02	s	s	s	s	s	s
54.01	s	s	s	s	s	s
54.02	s	s	s	s	s	s
55	2.8%	1	s	s	s	s
56	0.0%	1	s	s	s	s
57.01	0.0%	1	s	s	s	s
57.02	s	s	s	s	s	s
58	0.0%	1	s	s	s	s
59	0.0%	1	20.0%	1	30.0%	1
60.01	0.0%	1	5.8%	1	9.3%	1
60.02	s	s	s	s	s	s
61	0.0%	1	s	s	14.7%	1
62.01	s	s	s	s	s	s
62.02	s	s	s	s	s	s
63.01	0.0%	1	3.0%	1	6.0%	1
63.02	s	s	s	s	s	s
64	0.0%	1	s	s	s	s
65	0.0%	1	s	s	s	s
66	0.0%	1	s	s	s	s
67	0.0%	1	1.6%	1	s	s
68.01	5.0%	1	72.5%	3	90.2%	3
68.02	0.0%	1	14.5%	1	20.8%	1
68.04	s	s	s	s	s	s
69	5.3%	1	9.3%	1	12.7%	1
70	0.0%	1	s	s	s	s
71	0.0%	1	28.8%	1	35.9%	2
72	0.0%	1	37.5%	2	50.0%	2
73.01	s	s	s	s	s	s
73.02	0.0%	1	78.1%	3	94.8%	3
73.04	3.6%	1	96.8%	3	s	s
73.08	s	s	s	s	s	s
74.01	4.8%	1	59.9%	2	71.3%	3
74.03	4.8%	1	73.3%	3	89.2%	3
74.04	3.8%	1	24.9%	1	32.2%	1
74.06	0.0%	1	48.5%	2	60.1%	2
74.07	14.3%	3	35.3%	2	49.6%	2

Census Tract	% of Deaths that were Infants ^	Risk Level	% of Children in Families Receiving Aid Through TANF ^	Risk Level	% Children in Families Receiving Aid Through SNAP (Food Stamps) ^	Risk Level
74.08	19.0%	3	64.7%	2	78.2%	3
74.09	11.0%	2	57.4%	2	70.2%	3
75.02	0.0%	1	45.3%	2	54.5%	2
75.03	3.3%	1	94.5%	3	s	s
75.04	2.1%	1	76.9%	3	89.4%	3
76.01	1.6%	1	75.7%	3	88.6%	3
76.03	0.0%	1	21.8%	1	27.7%	1
76.04	6.5%	2	s	s	s	s
76.05	0.0%	1	52.2%	2	74.8%	3
77.03	4.2%	1	23.4%	1	31.9%	1
77.07	0.0%	1	50.5%	2	64.8%	2
77.08	0.0%	1	30.8%	1	39.3%	2
77.09	4.0%	1	49.3%	2	66.9%	3
78.03	4.3%	1	80.4%	3	97.3%	3
78.04	0.0%	1	50.0%	2	62.0%	2
78.06	8.5%	2	s	s	s	s
78.07	0.0%	1	83.0%	3	s	s
78.08	1.8%	1	85.6%	3	s	s
78.09	3.0%	1	80.2%	3	s	s
79.01	3.0%	1	62.4%	2	75.5%	3
79.03	0.0%	1	s	s	s	s
80.01	0.0%	1	31.2%	1	36.4%	2
80.02	0.0%	1	11.5%	1	13.5%	1
81	8.3%	2	s	s	1.7%	1
82	0.0%	1	s	s	s	s
83.01	0.0%	1	6.6%	1	7.4%	1
83.02	0.0%	1	7.6%	1	8.4%	1
84.02	3.6%	1	42.9%	2	51.4%	2
84.1	0.0%	1	18.3%	1	20.8%	1
85	0.0%	1	29.4%	1	38.8%	2
86	s	s	s	s	s	s
87.01	0.0%	1	39.3%	2	52.5%	2
87.02	0.0%	1	38.1%	2	51.4%	2
88.02	1.9%	1	36.7%	2	47.6%	2
88.03	0.0%	1	68.5%	3	82.9%	3
88.04	12.1%	2	60.0%	2	82.1%	3
89.03	3.0%	1	56.8%	2	70.0%	3
89.04	4.4%	1	52.5%	2	70.2%	3
89.05	s	s	s	s	s	s

Census Tract	% of Deaths that were Infants ^	Risk Level	% of Children in Families Receiving Aid Through TANF ^	Risk Level	% Children in Families Receiving Aid Through SNAP (Food Stamps) ^	Risk Level
90	0.0%	1	7.6%	1	15.3%	1
91.01	0.0%	1	46.9%	2	61.5%	2
91.02	1.9%	1	78.9%	3	93.5%	3
92.01	0.0%	1	22.2%	1	27.5%	1
92.03	6.5%	2	36.6%	2	52.5%	2
92.04	0.0%	1	28.3%	1	40.4%	2
93.01	0.0%	1	20.6%	1	28.7%	1
93.02	0.0%	1	29.3%	1	61.0%	2
94	3.0%	1	29.1%	1	37.3%	2
95.01	3.4%	1	35.8%	2	55.8%	2
95.03	0.0%	1	18.6%	1	33.3%	1
95.04	0.0%	1	19.6%	1	27.4%	1
95.05	2.9%	1	17.3%	1	25.5%	1
95.07	5.6%	1	23.2%	1	32.1%	1
95.08	0.0%	1	8.4%	1	14.8%	1
95.09	4.3%	1	26.3%	1	36.5%	2
96.01	0.0%	1	77.8%	3	92.0%	3
96.02	5.6%	1	68.7%	3	87.7%	3
96.03	6.3%	1	29.8%	1	35.0%	2
96.04	0.0%	1	s	s	s	s
97	0.0%	1	72.2%	3	85.7%	3
98.01	0.0%	1	47.0%	2	48.5%	2
98.02	6.7%	2	s	s	s	s
98.03	4.8%	1	s	s	s	s
98.04	8.7%	2	38.8%	2	51.0%	2
98.06	3.3%	1	97.8%	3	s	s
98.07	2.9%	1	47.6%	2	55.5%	2
98.08	5.6%	1	69.4%	3	93.0%	3
98.09	0.0%	1	s	s	s	s
99.01	0.0%	1	33.3%	1	83.3%	3
99.02	0.0%	1	79.2%	3	s	s
99.03	5.9%	1	s	s	s	s
99.04	0.0%	1	s	s	s	s
99.05	13.9%	3	s	s	s	s
99.06	6.7%	2	60.4%	2	75.0%	3
99.07	0.0%	1	70.1%	3	82.4%	3
TOTAL	2.2%	1	32.1%	1	42.7%	2

* Data are from the 2005-2009 American Community Survey

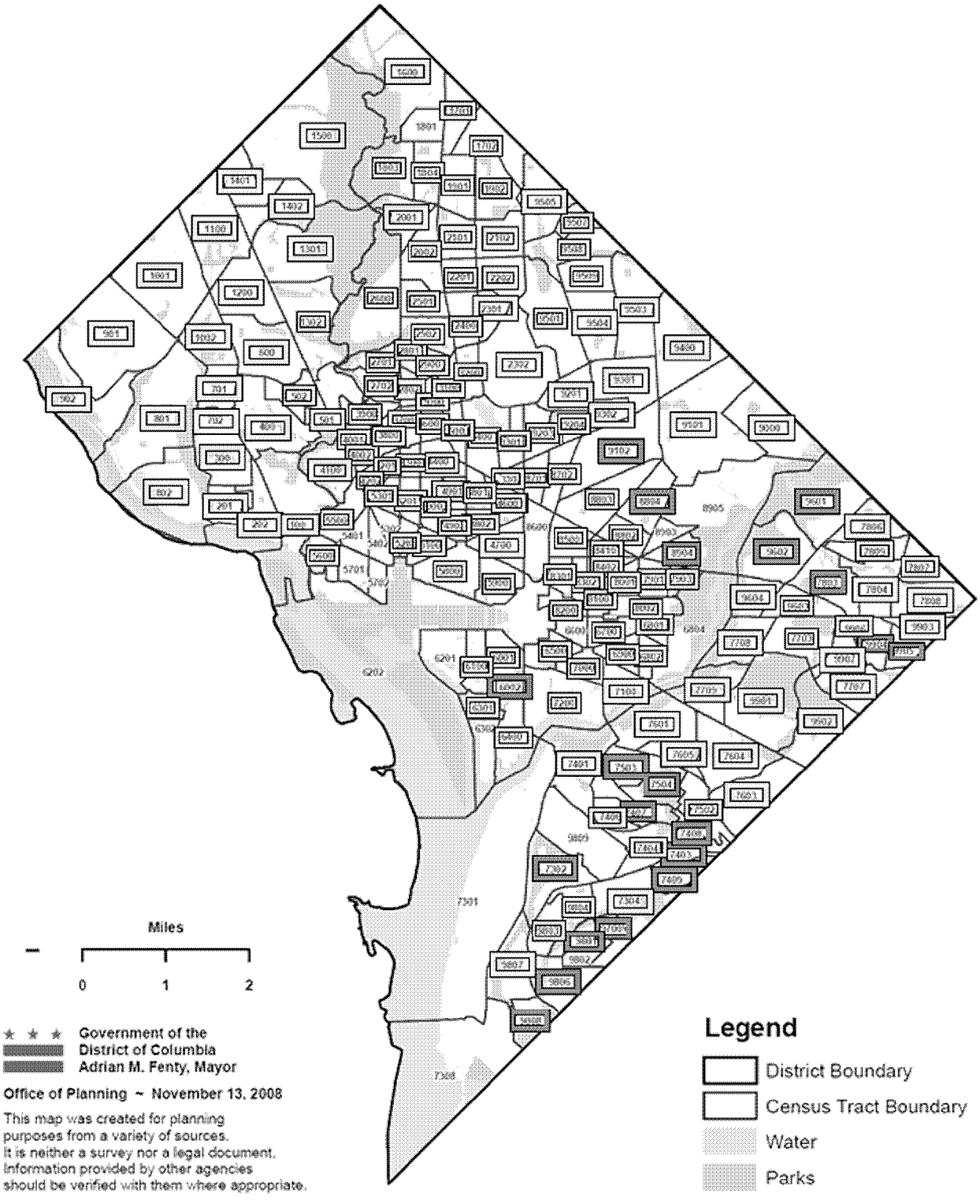
^ Data are from 2008 Vital Statistics Data, DC Department of Health and NeighborhoodInfo DC at the Urban Institute

"% of Deaths that were Infants" was the most comparable data that could be obtained at the census tract level for "Infant Mortality Rate per 1,000 Live Births" indicator.

"% of Births to Mothers with Less than 12 Years of Formal Education," "% Children in Families Receiving Aid Through Medicaid/SCHIP," and "# of Substan-tiated Cases of Abuse & Neglect" indicators were not available at the census tract level.

s = Data suppressed for this indicator and census tract because it does not produce a reliable estimate.

FIGURE 1. Census Tracts in the District of Columbia.[59]



Appendix C. Child Development Centers and Homes by Zip Code

Child Development Centers by Zip Code

The largest number of child development centers is in zip codes 20011, 20020, and 20019 (see Table 1). Zip code 20011 has significantly more capacity to serve children 0-5 in centers with 2736 slots. The next largest capacity is in zip code 20032 at 2115 slots. Zip code 20036 has the fewest child development centers (3) and zip codes 20012 and 20037 each have 4 centers. Zip code 20012 also has the lowest capacity to serve children in child development centers at 183 slots. The number of child development centers increased in 12 of 22 zip codes since the *2009 Risk and Reach Assessment*. The largest increase was in zip code 20011, which went from 36 centers in the 2009 assessment to 41 centers in the current assessment. The number of child development centers in zip code 20020 decreased the most, from 38 centers in the 2009 assessment to 26 centers in this 2011 Risk Reach assessment.

TABLE 1. Child Development Center Reach Data–Zip Code Level, 2011

Zip Code	# of Child Development Centers*	# of Infants/ Toddler (0-2) Slots*	# of Older Children (3-5) Slots*	Total Capacity*
20001	20	345	835	1180
20002	21	296	778	1074
20003	9	40	440	480
20004	5	146	202	348
20005	5	62	249	311
20006	5	112	202	314
20007	13	73	754	827
20008	9	75	843	918
20009	10	262	932	1194
20010	9	159	770	929
20011	41	503	2233	2736
20012	4	6	177	183
20015	9	49	604	653
20016	16	67	904	971
20017	8	83	508	591
20018	13	115	955	1070
20019	25	318	1143	1461
20020	26	408	1152	1560
20024	5	73	218	291
20032	24	516	1599	2115
20036	3	47	155	202
20037	4	80	177	257
TOTAL	**284**	**3,835**	**15,830**	**19,665**

Data are from the District of Columbia Office of the State Superintendent Division of Early Childhood Education, 2011

Child Development Homes by Zip Code

Zip codes 20019, 20011, and 20020 have the largest number of child development homes and the largest total capacity to serve children 0-5 in this type of care setting (163 slots, 146 slots, and 131 slots, respectively). Zip code 20004 has zero child development homes and several zip codes (20003, 20005, 20009, 200013, and 20015, and 20018) have one or two homes. Since the *2009 Risk and Reach Assessment*, the number of child development homes has increased in zip codes 20001, 20011, and 20017 and decreased in 20002, 20003, 20009, 20010, 20018, 20019, and 20032. The number of child development homes has stayed the same in zip codes 20004, 20005, 20012, 20015, 20016, and 20020 since the 2009 assessment.

TABLE 2. Child Development Homes–Zip Code Level, 2011

Zip Code	# of Child Development Homes**	# of Infants/ Toddler (0-2) Slots**	# of Older Children (3-5) Slots**	Total Capacity**
20001	6	12	18	30
20002	18	35	57	92
20003	2	4	6	10
20004	0	0	0	0
20005	1	2	3	5
20009	1	2	3	5
20010	4	8	12	20
20011	28	55	91	146
20012	8	18	32	50
20013	1	2	3	5
20015	1	2	3	5
20016	3	3	12	15
20017	7	14	21	35
20018	2	3	7	10
20019	30	59	104	163
20020	25	49	82	131
20032	13	26	43	69
TOTAL	**150**	**294**	**497**	**791**

* Data are from the District of Columbia Office of the State Superintendent Division of Early Childhood Education, 2011

Francis Stevens Elementary School
DCPS, 2012

2012 Annual Report

Pre-Kindergarten Enhancement and Expansion Amendment Act of 2008

September 30, 2012

Pre-Kindergarten Enhancement and Expansion Act of 2008 Report (D.C. Law 17-202)

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EXECUTIVE SUMMARY

As the District's population continues to grow each year and student enrollment in the public education system is steadily increasing, there is a call for an increased percentage of early childhood development programs that meet high quality standards and increase school-readiness rates for kindergarten-aged children. The District of Columbia continues its commitment to improve and expand early childhood education across all sectors to prepare its youngest citizens for success in the 21st century, evidenced by having the highest participation rates of state funded Pre-K across the country. According to the National Institute for Early Education Research (NIEER) 2011 *The State Preschool Yearbook*, DC is serving a higher proportion of children ages three and four than any other state. Only 39 states currently offer state-funded preschool initiatives.

The importance of Pre-K programs was highlighted this summer when the Office of the State Superintendent's analysis of the DC CAS 2012 results showed that Pre-K participants have significantly higher proficiency levels in Mathematics and Reading than those who do not participate in a Pre-K program. The analysis revealed that investments in early childhood programs have paid large dividends in closing and preventing achievement gaps necessary to ensure a student's success from cradle to college and in career readiness. Additionally, it reinforced the importance of the Pre-Kindergarten Enhancement and Expansion Act of 2008 on the need to continually monitor and improve the early childhood education landscape for the student residents of the District of Columbia.

In compliance with the Pre-Kindergarten Enhancement and Expansion Act of 2008, and as required by Section 104, 105 and 204 of the Pre-K Act of 2008, the Office of the State Superintendent of Education (OSSE) is pleased to report to the Mayor and to the City Council of the District of Columbia on achievements within the public Pre-K sector.

WHAT IS PUBLIC PRE-K IN DC?

Public Pre-K consists of locally funded classrooms that receive uniform per-student funding (UPSFF) allocated at $11,986 for PK3 and $11,629 for PK4 along with programs that receive subsidy payments. Parents can select between three types of UPSFF Pre-K: 1) DC Public Schools (DCPS), 2) DC Public Charter Schools (PCS), and 3) community-based organizations (CBOs). A few key findings related to the capacity of DC's Pre-Kindergarten programs are highlighted below:

- The District has sufficient capacity to educate the 15,314 three- and four-year-old children in the District with a capacity of over 16,000 slots among DCPS, PCS, and CBOs. (*U.S. Census Bureau, American Community Survey, 2011*)
- Approximately 84 percent of all three- and four-year-olds in DC were enrolled in publically funded Pre-K programs with 11,267 children attending UPSFF programs and another 1,590 children attending subsidized programs.
- Among District families opting out of public Pre-K, none did so due to the lack of availability of slots; however, 7.8 percent of District families did so because there was no space in their preferred program or neighborhood program.
- 5,508 Pre-K-aged children were enrolled in Head Start programs at either 67 Title 1 DCPS schools (4,595 children) or 4 CBOs (913 children).

- Nineteen grant applications were received and thirteen Pre-K Assistance Grants were awarded to programs to improve quality in all Pre-K sectors.
- Each grantee was awarded $25,000 for two years, and rationale for the grants included factors such as teacher training, accreditation, curriculum and assessment materials, and parent involvement.

EXPANDING AND ENHANCING THE DISTRICT'S PRE-K EDUCATION

The District continues to realize the benefits of investing in a state-funded, high-quality, universal Pre-Kindergarten system through the Pre-Kindergarten Enhancement and Expansion Amendment Act of 2008 (Pre-K Act). As Pre-K services are expanded and enhanced, the Office of the State Superintendent of Education (OSSE) will ensure on-going resources and technical assistance to promote the development and enhancement of Pre-K services throughout the District of Columbia.

KEY HIGHLIGHTS

As required by Sections 104, 105 and 204 of the Pre-Kindergarten Enhancement and Expansion Act of 2008 (Pre-K Act), the Office of the State Superintendent of Education (OSSE) is pleased to report to the Mayor and the Council on:

- The current capacity of all existing Pre-K programs;
- The number of children for whom Pre-K is not available and whose parents would send them to Pre-K but for the lack of availability;
- The manner in which Head Start programs are incorporated in the early care and education delivery system;
- Set benchmarks and standards to determine the level of school readiness of Kindergarten children in the District of Columbia;
- The status of the monitoring, assessment, and accountability processes for all programs within the Pre-K-education system;
- The criteria used in evaluating grant applications;
- The number of grant applications received and awarded;
- Amount and grant rationale for each grant; and Progress that each grantee has made towards achieving the HQ.

SECTION 104: ANNUAL CAPACITY AUDIT

CURRENT CAPACITY AUDIT OF ALL PUBLIC PRE-K PROGRAMS

To provide sufficient quality spots in public Pre-K, the Pre-K Act requires a multi-delivery system, utilizing three types of classrooms: DC Public Schools (DCPS), Public Charter Schools (PCS), and Community Based Organization's Pre-K grantees (Pre-K CBOs). Services in all sectors are funded according to the Universal Per Student Funding Formula (UPSFF) for 3 year-olds and for 4 year-olds. Parents can select between these options within DCPS with 84 sites, PCS with 59 sites, and Pre-K CBOs with 17 sites as listed in Appendix A.

Table 1 provides data on the capacity and enrollment of children in UPSFF funded Pre-K programs across all wards and in all sectors, as well as the capacity utilization. During SY 2011-2012, there was capacity for 15,908 children in the publicly funded Pre-K programs with 12,857 children participating for a capacity utilization of 81 percent B (see ward level data in Appendix B).

Table 1. Pre-K Program Capacity and Utilization

FY12 PREK UTILIZATION BASED ON 2011 CENSUS ESTIMATE						
Sector	**Funding Source**	**Providers**	**Enrollment**	**Capacity**	**Utilization**	**Available Slots**
DCPS	UPSFF	84	5,396	5,881	92%	485
PCS	UPSFF	59	5,382	5,418	99%	36
CBOs – PKEEP	OSSE @ UPSFF Rate[1]	17	489	496	99%	7
CBOs and Homes	Subsidy	282	1,590	4,113	39%	2,523
TOTAL		442	12,857	15,908	81%	3,051

Note: US Institute of Education Sciences (2012) says 20% of 3 and 4 year olds are generally at home in parental care; as such 80% capacity could lead to universal access to PreK[2]. Thus, DC has exceeded the threshold for universal access for 3 and 4 year olds. The data in table 1 illustrate that there is sufficient public funded capacity (15,908 slots) to serve the 15,314 three- and four-year-old children in the District.

The 17 Pre-K CBOs who participated in the public Pre-K system were selected by an OSSE administered grant competition. In FY12, 30 classrooms in the 17 CBOs served 489 children. In FY 13, 3 new classrooms will be added at Happy Faces Learning Center, Kiddies Kollege, Inc. and Sunshine Early Learning Center to serve approximately 50 additional children. Section 301 of the Pre-K Act mandates that OSSE 'shall use its best efforts to ensure that over a 5-year period a minimum of 25% of all new Pre-K programs are operated by CBOs', indicating the importance of ensuring that parents have a CBO Pre-K option in addition to the public schools.

Preschool-aged children also received educational services within 282 subsidized CBO childcare centers and homes. These subsidized programs received funding from the Childcare Development Fund (CCDF), a federal grant created to increase the quantity of affordable slots for low-income families. As Table 2 indicates, there was a capacity for an additional 4,113 three- and four-year-old children in these CBOs.

[1] OSSE UPSFF Does not include facilities, Special Education, or ELL add-ons that schools receive

[2] See http://nces.ed.gov/fastfacts/display.asp?id=4

However, only 1,590 three- and four-year old children were enrolled in these subsidized centers and homes for a capacity utilization of 38.9 percent.

NUMBER OF CHILDREN FOR WHOM PRE-K IS NOT AVAILABLE AND WHOSE PARENTS WOULD SEND THEM TO A PRE-K PROGRAM BUT FOR LACK OF AVAILABILITY (MOVE OVER TO THE LEFT)

Table 2. Reasons for Not Participating in a UPSFF Funded Pre-K Program

Reason child not enrolled in UPSFF Funded Pre-K Program	Number of Respondents	Percentage of Respondents
Child too young to attend a DCPS, PCS or Pre-K CBO program	27	42.2%
Happy with current ECE arrangement	8	12.5%
Parents think child is too young for full-day program	7	10.9%
Other	7	10.9%
Not satisfied with the quality of public Pre-K programs	5	7.8%
No space in preferred program or neighborhood program	5	7.8%
Did not know or did not have enough information	3	4.7%
No response	2	3.2%
TOTAL	**64**	**100%**

A household telephone survey was conducted in all eight wards in the District with 101 families with three- or four-year-old children. More than one-third of survey respondents (37 of 101) reported that their three or four-year-old child was enrolled in a UPSFF funded Pre-K program at DCPS or PCS. The other 64 respondents were asked to provide a reason that they were not utilizing these Pre-K programs and to cite any barriers to their child's enrollment.

As shown in Table 2, 27 respondents reported that their child was too young to attend a Pre-K program, meaning that the child was not yet three-years-old at the beginning of SY 2011-2012. However, almost 50 percent of these respondents reported that their child will be attending a DCPS or PCS Pre-K program in SY 2012-2013. Of the remaining 35 survey participants who responded to the question, eight indicated that they were happy with the early childhood education (ECE) setting in which their child was currently enrolled. Seven respondents indicated that they felt their three- or four-year-old was too young to attend a full-day Pre-K program, even though that child was age-eligible at the beginning of the school year. Five respondents reported that they were dissatisfied with the quality of DCPS and PCS Pre-K programs and five said that they were unable to enroll in their preferred school in their immediate neighborhood.

MANNER IN WHICH HEAD START PROGRAMS ARE INCORPORATED INTO THE EARLY CARE AND EDUCATION DELIVERY SYSTEM

As shown in Table 3, in SY 2011-2012, almost 5,500 children participated in Head Start at either Title 1 DCPS schools or CBOs (see appendices A for list of Title 1 DCPS and CBOs). Families can participate in the federal Head Start program by 1) enrolling in one of four local Head Start CBO programs that

oversee multiple campuses throughout the District or 2) enrolling in a Title I DCPS school with Pre-K classrooms.

Sixty seven (67) of the 84 DCPS schools that have Pre-K programs are Title 1 schools. At DCPS, Head Start funding is blended with UPSFF, allowing DCPS Pre-Kindergarteners to experience the Head Start provisions of education, health, vision, hearing, mental health, nutrition, social and other services for children and families. DCPS Head Start classrooms were utilized at 92.4 percent of their capacity and enrolled 4,595 of the 5,396 DCPS Pre-K children (Table 1).

Table 3. Head Start Enrollment, School Year 2011-2012[3]

DCPS Head Start Classrooms across Wards	Number of Title I DCPS Schools	Pre-K Capacity in Title I DCPS Schools	Pre-K Enrollment in Title I DCPS Schools	Capacity Utilization
TOTAL	67	4,975	4,595	92.4%

Head Start CBO Enrollment	Number of Head Start CBOs	Head Start Capacity	Head Start Funded Enrollment Slots[6]	Capacity Utilization
TOTAL	4	-	913	-

[3] Head Start CBO Program Information Report (PIR) self-reported data from Rosemount, Bright Beginnings, UPO, and Edward Mazique Center. Head Start does not use a per pupil funding formula, but it is allocated federally. All programs are at capacity.

SECTION 105: ANNUAL REPORT TO THE COUNCIL

The Pre-Kindergarten Enhancement and Expansion Act of 2008 requires an annual report on the status of Pre-K for all sectors, accompanied by the required independent quality evaluation, which shall include OSSE's assessment of the annual achievements made as measured against the benchmarks developed; number and success of the quality improvement plans implemented; status of the monitoring assessment, and accountability process for all Pre-K programs; and results of the current capacity audit of all Pre-K programs.

After much discussion with educational stakeholders on the appropriate assessments, benchmarks and standards needed to evaluate the success and gaps in current Pre-K programs, per section 105 (b), OSSE has created the Kindergarten Entry Assessment (KEA) and the Quality Improvement Rating System (QRIS) to serve as evaluation tools for measuring annual achievements. Both the KEA and the QRIS are evaluative tools which will determine the level of school readiness of Kindergarten children in the District of Columbia; and provide a comprehensive monitoring, assessment, and accountability process for all programs within the Pre-K-education system.

The following sections highlight the purpose and methodology for each system:

KINDERGARTEN ENTRY ASSESSMENT (KEA)

The purpose of the KEA is to determine the level of school readiness of Kindergarten children in the District of Columbia. School readiness is defined as a child's mastery of the early learning standards in the domains of language and literacy, mathematical thinking, social and emotional development, scientific inquiry, social studies, approaches to learning and health. The KEA will be provided to a sample of students in Kindergarten from DCPS and Public Charter Schools within the first 45 days of instruction.

Since December 2012, a cross section of stakeholders including representation from DCPS, Charter LEAs, PCSB, WTU, CBOs, OSSE, UDC, and other advocacy organizations have been meeting on a weekly basis to provide input on a scope of work to be used in the development of the Request for Application (RFA) for the KEA tool. The RFA will be released in early February 2013. Professional development on the KEA tool will be provided in early April for testing in selected schools in late spring as part of the demonstration project prior to implementation in early Fall.

The data will be used to inform statewide policy decisions, types of professional development and technical assistance offered and resource allocations to address needs and ensure improvement in school readiness.

QUALITY RATING IMPROVEMENT SYSTEM (QRIS)

The purpose of the QRIS is to rate early learning/childhood programs using statewide data as a proxy to obtain a reasonable assurance of quality and provide supports where needed most. In addition to the present accreditation, the QRIS will measure six quality standards (Program Management, Learning Environment, Classroom Supervision, Family Engagement, Staff Qualifications, and Licensing Compliance). The QRIS will be applied to all early learning programs in the District of Columbia.

Like the KEA, a cross section of stakeholders including representation from DCPS, Charter LEAs, PCSB, WTU, CBOs, OSSE, UDC, and other advocacy organizations have been meeting on a weekly basis since

December 2012 to provide input on the QRIS tool. A final draft of the QRIS tool will be completed by the end of February 2013. A demonstration pilot in selected sites will begin in March with modifications made to the tool based on results from the demonstration project. Full implementation of the QRIS will begin August 2013. Data from the QRIS will be used to inform the types of incentives, rewards, supports, and meaningful consequences applied to each program with the goal of improving quality. Examples include extension of years for licensure renewal, access to grant funds for quality improvement, types of professional development and technical assistance offered per site, and revocation of licensure for lack of improvement after multiple years. Overall statewide results will also be used to inform policy decisions and resource allocations to ensure improvement in the quality of early learning programs.

SECTION 204 (C):
PRE-K PROGRAM ASSISTANCE GRANT FUND REPORT

CRITERIA USED IN EVALUATING GRANT APPLICATIONS

The Pre-K Act established a 5-year grant program to assist Pre-K programs in DCPS, PCS and UPSFF and subsidized CBOs in meeting the high quality standards. Grants worth up to $25,000 each to be used for a period of two years were awarded. At the present, only programs that are accredited by a nationally recognized accreditation body are recognized as meeting the high quality standards.

To evaluate the grants, OSSE assembled a Grant Review Panel that represented a cross section of education professionals including teachers, early childhood administrators, and state education officials. With assistance from the panel, OSSE developed the criteria used to evaluate the grants proposals as shown in Table 4. Applicants could earn up to 102 points with a minimum score of 80 required for award eligibility.

Table 4. Pre-K Grant Criteria

AREA	TOTAL
Need	20 points
Objectives	10 points
Services	10 points
Work Plan	10 points
Targeted Wards	10 points
Accreditation Readiness	10 points
Evaluation Plan	10 points
Applicant Experience	10 points
Resources	5 points
Budget	5 points
Completeness and Format of Application	2 points
Maximum Score	**102 points**

NUMBER OF GRANT APPLICATIONS RECEIVED AND AWARDED

In SY 2011-2012, a Request for Proposals was issued and nineteen applications from all sectors were received. As stated in the Table 5, applicants from targeted wards with high populations of low-income children were prioritized. Thirteen grants were awarded.

AMOUNT AND RATIONALE FOR EACH GRANT

The amount and rationale for each of the above mentioned thirteen grantees are shown in Table 5. All 13 grantees applied for and received $25,000. A total of $325,000 was awarded to eight PCS and six CBOs in FY12.

Table 5. FY12 Pre-K Assistance Grantees and Rationale

	Grantee	Amount	Rationale Highlights
1)	Centronia	$25,000	• Review current scores to set improvement goals • Ensure teachers use self-assessment and participate in Creative Curriculum/GOLD trainings • Train teachers • Ensure bilingual coaches provide 12 weeks of follow-up oral language coaching • Utilize Woodcock Johnson-Munoz subscales and Ready to Read assessment tools • Create individual transition plans for each Pre-K student • Parent information breakfast to encourage parental involvement • Document successful transition strategies • Disseminate DVDs on the Pre-K to K transition • Distribute parent and director satisfaction surveys
2)	IDEAL CDC	$25,000	• Become re-accredited with NAEYC • Provide additional training and materials • Increase implementation of Creative Curriculum • Offer assistance with payment and registration fees • Purchase additional instructional materials • Install filtered water coolers • Comply with Healthy School Act • Offer travel vouchers for parents in need of transportation • Support parent involvement
3)	Kiddie's Kollege	$25,000	• Accreditation and increase staff skills
4)	Bridges PCS	$25,000	• Accreditation • Increase staff skills and students' knowledge
5)	Capital City PCS	$25,000	• Plan a new Pre-K program to be launched Fall 2012 • Enrich programs by adopting Common Core Standards
6)	DC Bilingual PCS	$25,000	• Ensure teachers self-reflect and receive feedback from leadership • Participation in trainings and coaching and develop growth plans • Implementation of individualized growth plans • Reflect on videotaped lesson • Analyze assessment data, and identify and address student needs • Create and implement parent workshops and use assessment data
7)	DC Prep Benning	$25,000	• Obtain Accreditation • Provide Ongoing Coaching and Support • New Literacy Assessments • Purchase New Picture Books
8)	DC Prep Edgewood	$25,000	• Obtain Accreditation • Provide Ongoing Coaching and Support • New Literacy Assessments • Purchase New Books

9)	Paramount CDC	$25,000	• Apply for Accreditation • Purchase Creative Curriculum and Training • Purchase and Deploy Classroom Literacy and Math Manipulative • Ensure Two Pre-K Teachers Enroll in Higher Education • Engage in Peer to Peer Trainings • Increase Parent Involvement • Ensure Teachers Attend Thinking Thursdays • Prepare Playground for Upgrade • Engage in Self-Assessments
10)	The Geneva Ivey Day School	$25,000	• Complete Certification Program • Host Workshops, Book Clubs and Conduct Field Trips (and Nature Walks) • Implement Green Living, Food Handling Training and Creative Curriculum Training • Hosting Assemblies • Fostering Community Playground and School Garden • Developing Portfolios • Staff Development Training, CPR Training and First Aid Training • Conduct Playground Activities • Host Community Project and Playground Project
11)	St. Phillips CDC	$25,000	• Apply for Accreditation • Purchase Creative Curriculum and Training • Ensure Two Pre-K Teachers Enroll in Higher Education • Engage in Peer to Peer Trainings • Increase Parent Involvement • Prepare Playground for Upgrade • Engage in Self-Assessments
12)	UDC CDC	$25,000	• Equipment/Technology • Student Program Data • Speech and Language Services • Parent Support and Involvement • Curriculum Training and Implementation • Teacher Assessment • Accreditation • Quality Care Activities
13)	Zena's CDC	$25,000	• Upgrade Playground In Compliance with NAEYC Criterion • Purchase Literacy Curriculum and Related Materials • Teacher Training
	TOTAL	**$325,000**	

PROGRESS THAT EACH EXISTING GRANTEE HAS MADE TOWARDS ACHIEVING THE HQ STANDARDS

In FY 10 and 11, a total of $477,893 was awarded to twenty (20) Pre-K programs for amounts ranging from $15,020 to $25,000. The progress that each of these grantees has made toward achieving high quality (HQ) is shown in Table 6.

Table 6. FY 2010-2011 Pre-K Assistance Grantees and Progress

	Program	Award	Progress
1)	Associates for Renewal in Education	$25,000.00	• Purchased GOLD assessment data for child assessment
2)	Barbara Chambers CDC	$20,745.00	• Provided 6.5 hours of developmentally appropriate practice • Purchased inventory, and maintain required equipment and furniture • Enrolled and maintained a class size of no fewer than 15 students
3)	Big Mama's CDC	$25,000.00	• Purchased technological equipment and furnishings (tables and chairs) • Offered in house Creative Curriculum trainings
4)	Bright Beginnings	$25,000.00	• Purchased Handwriting without Tears Curriculum and CDs • Purchased supplies
5)	Eagle Academy	$25,000.00	• Purchased and implemented Handwriting Without Tears literacy resources
6)	Easter Seals CDC	$25,000.00	• Provided training for teachers on the implementation of Handwriting Without Tears • Conducted three teacher conferences per year • Enhanced current family engagement initiatives
7)	Edward Mazique CDC	$25,000.00	• Enhanced the use of developmentally appropriate science experiences for students • Provided staff training and ongoing technical assistance • Enhanced student-teacher relationships and interactions • Implemented CLASS to measure pre and post-intervention teacher-student interaction
8)	EL Haynes Public Charter School	$25,000.00	• Purchased developmentally appropriate materials, toys, manipulatives, and furniture to increase quality • Purchased developmentally appropriate curriculum and materials
9)	Excel Academy PCS	$24,951.00	• Purchased one of the OSSE approved curricula and developmentally appropriate materials and related trainings related to the *We Can!* Curriculum • Conducted on-site technical assistance • Provided professional development • Purchased additional instructional supports and materials • Facilitated parent involvement
10)	First Rock Baptist CDC	$16,947.00	• Moved center from bronze to silver rating through accreditation • Two of Twelve staff members received CDAs other ten are scheduled to take CDA • Employees are using computers in preparing books for accreditation
11)	Israel Baptist CDC	$25,000.00	• Pursued accreditation from NAEYC • Enrolled Pre-K teacher in Project Headway • Used NAEYC prescribed database software
12)	Jubilee Jumpstart CDC	$25,000.00	• Pursued accreditation from NAEYC • Implemented NAEYC prescribed database software • Implemented a family engagement program to facilitate parent involvement • Trained and supported professional development • Acquired developmentally appropriate materials and training resources • Provided on-site teacher training from Teaching Strategies on the Creative • Integrated training and technical assistance • Purchased additional instructional resources

13)	Kennedy Institute	$25,000.00	• Distributed teacher surveys for staff improvement • Developed classroom observation checklist
14)	Martha's Table CDC	$25,000.00	• Purchased water center, work bench, and science set • Purchased library rack and picture books
15)	Matthew's Memorial CDC	$25,000.00	• Independent evaluation of classrooms (ITERS, ECERS, and CLASS) • Pursued NAEYC accreditation
16)	Potomac Light House PCS	$25,000.00	• Increased the teaching staff capacity to provide high-quality learning opportunities by purchasing classroom supplies that support ELS • Provided Pre-K core knowledge Curriculum training and technical assistance for staff • Purchased Reading Eggs, a Pre-K literacy curriculum
17)	Sunshine Early Learning Center	$25,000.00	• Facilitated parent support groups and children's program to serve parents and children • Educated parents on the laws on child abuse and neglect • Trained center staff on mandated reporting
18)	Tree of Life PCS	$25,000.00	• Purchased an OSSE approved curricula and Lakeshore book sets • Acquired developmentally appropriate materials and training resources • Conducted on-site technical assistance • Provided professional development in age appropriate best practices • Facilitated parent involvement by hosting monthly parent meetings, developing parenting workshops, etc. • Improved the facility through the purchase of a play unit
19)	Jewish Community Center	$15,250.00	• Pursued NAEYC accreditation • Hired consultants required to complete accreditation • Implemented minor structural changes
20)	Washington Yu Ying PCS	$25,000.00	• Improved Chinese immersion curriculum • Translated student assessment data and implemented use • Purchased Chinese language math curriculum
	TOTAL	**$477,893.00**	

NEXT STEPS AND CONTINUED IMPLEMENTATION

In furthering the District's education system, the Office of the State Superintendent of Education (OSSE) continues to analyze and utilize data collected on the District's Pre-K capacity and children. Not only does this data assist in painting the picture of early childhood education in the District's Pre-K programs in DC Public Schools, Public Charter Schools and Community Based Organizations, but it also helps drive OSSE's early childhood programming and decision-making process, and the support of our community partners,

To continue past efforts and to improve future implementation and measurement of the education outcomes of the District's Pre-K children, OSSE is working on the following initiatives:

- Expanding the D.C. State Quality Rating and Improvement System based on research of national best practices to include indicators of quality, in addition to accreditation, such as program management, classroom supervision, family engagement, learning environment, staff qualifications and licensing compliance.

- Implementing the D.C. State Quality Rating and Improvement System for all early childhood education providers including DCPS, PCS and CBOs to inform funding and supports needed by providers.

- Developing a D.C. Kindergarten Entrance Assessment (KEA) to gauge kindergarten readiness that will be administered by classroom teachers within the first 45 days of kindergarten. The KEA will measure students in essential school readiness dimensions including physical well-being and motor development, social and emotional development, cognition and early knowledge, and approaches to learning, language and literacy development.

- Developing an improvement driven and coordinated early childhood data system that includes child, program and workforce level data to support planning and decision making.

- Providing a comprehensive data system that includes directories of programs as well as enrollment, capacity and quality rating data to help parents/guardians make informed enrollment decisions for their young children.

These initiatives are part of the District's continued mission to remove barriers and create pathways for District residents to receive a great education and prepare them for success in college, careers, and life. Where D.C.'s early childhood education is the foundation of every resident student's success, and this report will serve as a roadmap towards the sustained progress.

APPENDIX A:Pre-K Community Based Organizations

	Pre-K Grantee CBOs	Number of Classrooms	Total Enrollment
1	Associates for Renewal in Education, Inc.	2	32
2	Barbara Chambers Children's Center	4	64
3	Bright Beginnings, Inc.	2	32
4	CentroNia	5	80
5	Easter Seals	1	16
6	Happy Faces Learning Center	1	16
7	Jubilee Jumpstart Child Development Center	1	16
8	Kennedy Institute Child Development Center	1	16
9	Kiddies Kollege, Inc.	1	16
10	Matthews Memorial Child Development Center	1	16
11	Martha's Table Child Development Center	1	16
12	National Children's Center, Inc.	1	16
13	Sunshine Early Learning Center*	5	80
14	United Planning Organization #1	1	16
15	United Planning Organization #8	1	25
16	United Planning Organization #20	1	16
17	Zena's Child Development Center	1	16
	TOTAL	**30**	**489**

DCPS WITH UPSFF FUNDED PRE-K CLASSROOMS

	DCPS Schools	PS	PK	Total
1)	BRIGHTWOOD	31	51	82
2)	BROOKLAND AT	16	19	35
3)	BROWNE HUGH M	19	33	52
4)	BURROUGHS	25	28	53
5)	FRANCIS STEVENS	27	19	46
6)	LANGDON	32	41	73
7)	LANGLEY	27	37	64
8)	LASALLE BACKUS	23	30	53
9)	NOYES	15	28	43
10)	OYSTER ADAMS	4	40	44
11)	RAYMOND	45	51	96
12)	TAKOMA	32	38	70
13)	TRUESDELL	31	39	70
14)	WALKER JONES	38	38	76
15)	WEST	29	32	61
16)	WHEATLEY	31	35	66
17)	WHITTIER	21	28	49

	DCPS Schools (cont.)	PS	PK	Total
18)	WINSTON	14	19	33
19)	AITON	32	36	68
20)	AMIDON BOWEN	8	20	28
21)	BANCROFT	43	57	100
22)	BARNARD	61	79	140
23)	BEERS	40	52	92
24)	BRENT	41	46	87
25)	BRUCE-MONROE AT	50	55	105
26)	BURRVILLE	45	55	100
27)	HARRIS CW	27	25	52
28)	MONTESSORI@LOGAN	51	43	94
29)	CLEVELAND	37	43	80
30)	COOKE HD	30	59	89
31)	DAVIS	16	23	39
32)	DREW	24	30	54
33)	EATON		56	56
34)	FEREBEE HOPE	16	33	49
35)	GARFIELD	15	36	51
36)	GARRISON	34	33	67
37)	HEARST	2	39	41
38)	HENDLEY	16	20	36
39)	HOUSTON	17	24	41
40)	HYDE ADDISON		21	21
41)	JANNEY		56	56
42)	KENILWORTH	16	20	36
43)	KETCHAM	30	36	66
44)	KEY		36	36
45)	KIMBALL	15	19	34
46)	KING	27	44	71
47)	LAFAYETTE		79	79
48)	LECKIE	42	38	80
49)	LUDLOW TAYLOR	46	54	100
50)	MC TERRELL	16	34	50
51)	MALCOLM X	27	45	72
52)	MANN		20	20
53)	REED	41	44	85
54)	MARSHALL	25	37	62
55)	MAURY	36	52	88
56)	MINER	50	62	112
57)	MOTEN AT WILKINSON	28	34	62
58)	MURCH		60	60
59)	NALLE	44	58	102
60)	ORR	45	39	84
61)	PATTERSON	27	46	73
62)	PAYNE	30	40	70
63)	SWS @PEABODY	31	60	91
64)	CAPITOL HILL CLUSTER		40	40
65)	PLUMMER	16	38	54

	DCPS Schools (cont.)	PS	PK	Total
66)	POWELL	35	54	89
67)	RANDLE HIGHLANDS	28	51	79
68)	RIVER TERRACE	14	18	32
69)	ROSS	15	19	34
70)	SAVOY	16	45	61
71)	SEATON	32	36	68
72)	SHEPHERD		36	36
73)	SIMON	24	28	52
74)	SMOTHERS	28	37	65
75)	STANTON	30	38	68
76)	STODDERT		40	40
77)	THOMAS	22	33	55
78)	THOMSON	31	36	67
79)	TUBMAN	32	51	83
80)	TURNER @ GREEN	30	39	69
81)	TYLER	57	86	143
82)	WILSON	54	62	116
83)	SHARPE HEALTH		N/A	N/A
84)	MAMIE D LEE		N/A	N/A
	TOTAL	**2,105**	**3,291**	**5,396**

DC PUBLIC CHARTER SCHOOLS WITH UPSFF FUNDED PRE-K CLASSROOMS

	Public Charter Schools	PS	PK	Total
1)	APPLETREE EARLY LEARNING AMIDON	41		41
2)	APPLETREE EARLY LEARNING COLUMBIA HGHTS	106	52	158
3)	APPLETREE EARLY LEARNING DOUGLASS KNOLL	53	27	80
4)	APPLETREE EARLY LEARNING OKLAHOMA	79	79	158
5)	APPLETREE EARLY LEARNING LINCOLN	45	15	60
6)	APPLETREE EARLY LEARNING PARKLAND	56	24	80
7)	APPLETREE EARLY LEARNING RIVERSIDE		40	40
8)	ARTS AND TECHNOLOGY ACADEMY	66	95	161
9)	BRIDGES	56	30	86
10)	CAPITAL CITY LOWER SCHOOL		20	20
11)	CENTER CITY PCS BRIGHTWOOD CAMPUS		20	20
12)	CENTER CITY PCS CAPITOL HILL CAMPUS		17	17
13)	CENTER CITY PCS CONGRESS HEIGHTS CAMPUS		18	18
14)	CENTER CITY PCS PETWORTH CAMPUS		22	22
15)	CENTER CITY PCS SHAW CAMPUS		18	18
16)	CENTER CITY PCS TRINIDAD CAMPUS		20	20
17)	COMMUNITY ACADEMY PCS (AMOS II)	57	41	98
18)	COMMUNITY ACADEMY PCS - ELEMENTARY (AMOS III)	62	71	133
19)	COMMUNITY ACADEMY PCS BUTLER CAMPUS	50	64	114
20)	COMMUNITY ACADEMY PCS (AMOS I)	65	62	127
21)	COMMUNITY ACADEMY PCS RAND CAMPUS	53	88	141
22)	DC BILINGUAL	20	46	66
23)	DC PREP BENNING ELEMENTARY	71	67	138
24)	DC PREP EDGEWOOD ELEMENTARY	74	65	139
25)	EL HAYNES PCS KANSAS AVE LOWER SCHOOL	39	45	84
26)	EAGLE ACADEMY M STREET	150	146	296
27)	EARLY CHILDHOOD ACADEMY	39	68	107
28)	EDUCATION STRENGTHENS FAMILIES	35	8	43
29)	ELSIE WHITLOW STOKES COMMUNITY FREEDOM	18	30	48
30)	EXCEL ACADEMY	71	86	157
31)	FRIENDSHIP BLOW PIERCE	67	88	155
32)	FRIENDSHIP CHAMBERLAIN	38	62	100
33)	FRIENDSHIP SOUTHEAST	34	72	106
34)	FRIENDSHIP WOODRIDGE	51	52	103
35)	HOPE COMMUNITY LAMOND	71	92	163
36)	HOPE COMMUNITY TOLSON	59	57	116
37)				
38)	HOWARD ROAD ACADEMY MAIN		27	27
39)	HOWARD ROAD ACADEMY PENN	61	41	102
40)	IDEAL ACADEMY	21	45	66
41)	IMAGINE SOUTHEAST	52	105	157
42)	INSPIRED TEACHING DEMONSTRATION	45	22	67
43)	KIPP DC DISCOVER ACADEMY	98	105	203

	Public Charter Schools (cont.)	PS	PK	Total
44)	KIPP DC GROW ACADEMY		102	102
45)	KIPP DC LEAP PCS	102	100	202
46)	LAMB MISSOURI	11	41	52
47)	LAMB TAYLOR	55	24	79
48)	MARY MCLEOD BETHUNE	44	35	79
49)	MERIDIAN	53	51	104
50)	MUNDO VERDE	38	38	76
51)	PERRY STREET PREP		30	30
52)	POTOMAC LIGHTHOUSE	45	47	92
53)	ROOTS PCS	23	15	38
54)	SEPTIMA CLARK	41	42	83
55)	SHINING STAR MONTESSORI	33	11	44
56)	TREE OF LIFE COMMUNITY	43	25	68
57)	TWO RIVERS ELEMENTARY	17	43	60
58)	WASHINGTON YU YING		111	111
59)	WILLIAM E DOAR JR	26	25	51
60)	WILLIAM E DOAR JR SOLDIERS	26	30	56
	TOTAL	**2,460**	**2,922**	**5,382**

APPENDIX B: UPSFF Funded Pre-K Programs

PRE-K PROGRAMS, CAPACITY AND ENROLLMENT IN PUBLIC PRE-K, 2012					
Ward	**Total Number of UPSFF funded Pre-K Programs**	**3- and 4-Year-Old Population[1]**	**Total Pre-K Capacity of UPSFF funded DCPS, PCS, and Pre-K CBO Programs [2]**	**Total Number of Pre-K Children Enrolled in UPSFF funded DCPS, PCS, and Pre-K CBO Programs [3, 4]**	**Capacity Utilization**
Ward 1	25	-	1,324	1,287	97.2%
Ward 2	9	-	546	499	91.4%
Ward 3	8	-	380	353	92.9%
Ward 4	22	-	1,724	1,657	96.1%
Ward 5	28	-	1,923	1,767	91.9%
Ward 6	20	-	1,707	1,614	94.6%
Ward 7	24	-	1,963	1,934	98.5%
Ward 8	37	-	2,228	2,156	96.8%
TOTAL	**173**	**15,314**	**11,795**	**11,267**	**95.5%**

[1] U.S. Census Bureau, American Community Survey, 2011. Ward level data unavailable.

[2] Pre-K Capacity Audit Telephone Interview, Washington DC, Child Trends, 2012

[3] Pre-K Enrollment Audit Physical Count, Washington DC, Thompson, Cobb, Bazilio & Associates, 2011,

[4] OSSE Enrollment data for Pre-K CBOs.

APPENDIX C: HEAD START CLASSROOMS AND CBOS

	Head Start CBOs	ACF Funded Enrollment
1)	United Planning Organization	545
2)	Rosemount	193
3)	Bright Beginnings, Inc.	53
4)	Edward Mazique	122
	TOTAL	**913**

DCPS Head Start Enrollment				
		PS	PK	Total
1)	BRIGHTWOOD	31	51	82
2)	BROOKLAND AT BUNKER HILL	16	19	35
3)	BROWNE HUGH M	19	33	52
4)	BURROUGHS	25	28	53
5)	FRANCIS STEVENS	27	19	46
6)	LANGDON	32	41	73
7)	LANGLEY	27	37	64
8)	NOYES	15	28	43
9)	RAYMOND	45	51	96
10)	TAKOMA	32	38	70
11)	TRUESDELL	31	39	70
12)	WALKER JONES	38	38	76
13)	WEST	29	32	61
14)	WHEATLEY	31	35	66
15)	WHITTIER	21	28	49
16)	WINSTON	14	19	33
17)	AITON	32	36	68
18)	AMIDON BOWEN	8	20	28
19)	BANCROFT	43	57	100
20)	BARNARD	61	79	140
21)	BEERS	40	52	92
22)	BRUCE-MONROE AT PARK VIEW	50	55	105
23)	BURRVILLE	45	55	100
24)	HARRIS CW	27	25	52
25)	CLEVELAND	37	43	80
26)	COOKE HD	30	59	89
27)	DAVIS	16	23	39
28)	DREW	24	30	54
29)	FEREBEE HOPE	16	33	49

DCPS Head Start Enrollment (cont.)				
		PS	PK	Total
30)	GARFIELD	15	36	51
31)	GARRISON	34	33	67
32)	HENDLEY	16	20	36
33)	HOUSTON	17	24	41
34)	KENILWORTH	16	20	36
35)	KETCHAM	30	36	66
36)	KIMBALL	15	19	34
37)	KING	27	44	71
38)	LECKIE	42	38	80
39)	LUDLOW TAYLOR	46	54	100
40)	MC TERRELL	16	34	50
41)	MALCOLM X	27	45	72
42)	REED	41	44	85
43)	MARSHALL	25	37	62
44)	MINER	50	62	112
45)	MOTEN AT WILKINSON	28	34	62
46)	NALLE	44	58	102
47)	ORR	45	39	84
48)	PATTERSON	27	46	73
49)	PAYNE	30	40	70
50)	PLUMMER	16	38	54
51)	POWELL	35	54	89
52)	RANDLE HIGHLANDS	28	51	79
53)	SAVOY	16	45	61
54)	SEATON	32	36	68
55)	SIMON	24	28	52
56)	SMOTHERS	28	37	65
57)	STANTON	30	38	68
58)	THOMAS	22	33	55
59)	THOMSON	31	36	67
60)	TUBMAN	32	51	83
61)	TURNER @ GREEN	30	39	69
62)	TYLER	57	86	143
63)	WILSON	54	62	116

Licensed Child Care Agreement – Level II
Provider: _____
Date: 2012-2013

GOVERNMENT OF THE DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
DIVISION OF EARLY LEARNING
EDUCATION AND PROGRAM IMPROVEMENT UNIT

PROVIDER AGREEMENT FOR CENTER-BASED CHILD CARE SERVICES LEVEL II

This agreement is entered into by and between the District of Columbia (District) and _____(Provider), a licensed child care facility located at _____, Washington DC Zip_____Ward___.

The purpose of this Provider Agreement is to secure government-subsidized child care services for infants and children six (6) weeks through 12 years of age, and up to age 19, if a child has disabilities, from a child care center with a District-approved child development program. The Provider shall be licensed as a child development facility in the District of Columbia and shall be an independent contractor to the District of Columbia with respect to providing services pursuant to this Provider Agreement. The District of Columbia neither incurs nor assumes any liability for the Provider's performance of this contract. Funding for subsidized child care services is a combination of local funding; intra-District funding from the District of Columbia Department of Human Services (DHS), which may include Temporary Assistance to Needy Families, Catalog of Federal Domestic Assistance (CFDA) 93.558; Supplemental Nutrition Assistance Program CFDA 10.561; and Social Services Block Grant, CFDA 93.667; and federal funding from the Child Care and Development Fund Block Grant (CCDFBG), CFDA 93.575.

I. CHILD CARE SERVICES TO BE PROVIDED

A. GENERAL REQUIREMENTS

1. The Provider shall approve families for participation in its child care subsidy program and provide child care services to eligible families in accordance with the Day Care Policy Act of 1979 and the stated rates as approved on the Rates and Maximum Number of Children to be Enrolled (RMNCE) Form. The Provider shall also provide child care services for

parents certified as eligible for the services by DHS who present a fully executed Child Care Admission Form. The RMNCE and each child's Child Care Admission Form are incorporated into and made a part of this Agreement.

2. The Provider shall comply with all applicable Federal and District of Columbia laws, regulations and policies governing child care services in the District of Columbia, including but not limited to the CCDFBG Act and its implementing regulations, at 45 CFR, Part 98, as administered by the Administration for Children and Families within the U.S. Department of Health and Human Services. The Provider also shall comply with applicable provisions relating to child development facilities with respect to providing care, supervision and guidance for infants or children for periods of less than twenty-four (24) hours per day on a regular basis as set forth in Title 29 of the District of Columbia Municipal Regulations (29 DCMR), Chapter 3, Child Development Facilities and the Day Care Policy Act of 1979.

3. The Provider shall immediately report any instances of known or suspected child abuse and/or neglect to the Child and Family Services Agency, Child Abuse and Neglect Hotline, **(202) 671-SAFE (7233)**, to the Office of the State Superintendent of Education (OSSE) Division of Early Learning (DEL), Education and Program Improvement Unit(EPIU) at **(202) 727-1839**, and to the DEL Licensing and Compliance Unit (LCU), at **(202)727-2993, or via fax at (202) 727-7295, or via email at osse.childcarecomplaint@dc.gov** as an unusual incident on the Unusual Incident Report Form, as set forth in Section III.B. of this Provider Agreement.

4. The Provider shall provide an age-appropriate program of learning experiences in accordance with researched-based principles of early childhood development. This program shall be designed to promote physical, emotional, social, cognitive growth and development. Curriculum shall be used in alignment with the Common Core Early Learning Standards.

5. Should the Provider receive $500,000 or more in federal funding, it shall have an independent auditor conduct a Single Audit as an operating cost of the child care facility, pursuant to the Single Audit Act of 1984 and the U.S. Office of Management and Budget Circular A-133. The Provider

shall submit a copy of that audit to DEL within one-hundred-and-twenty (120) calendar days after the end of the Provider fiscal year.

6. Should the Provider receive less than $500,000 in combined federal funding, it shall have an independent auditor prepare a certified Financial Statement as an operating cost of the child care facility, pursuant to the Single Audit Act of 1984. The Provider shall submit a copy of that audit to DEL within one-hundred-and-twenty (120) calendar days after the end of the Provider's fiscal year.

Note: Failure to comply with timely submission of certified financial statements or A-113 Single Audit Report within 120 calendar days after the Provider's fiscal year ends will result in Provider being placed on stop placement status.

7. The provider shall have and maintain a computer with internet access.

8. The provider shall have and maintain a working fax machine.

9. The provider shall have and maintain the ability to submit scanned documents electronically.

10. The Provider shall provide DEL with a valid email address for the child development center.

11. The Provider shall have plans in place for a comprehensive screening & assessment of all children in care with documented referrals.

12. The Provider must maintain a Gold Tier. (Providers who are not Gold shall have one year from the date of this agreement to achieve Gold status)

13. The Provider shall enroll the center Director(s) in "Taking Charge of Change".

14. The Provider shall implement the "Let's Move Initiative."

15. The Provider must establish partnerships with the community to support community and family engagement. Use the Head Start Parent Engagement Framework. One partner must be either the Head Start or Early Head Start program. If already an Early Head Start or Head Start program, one partner must be a Local Education Agency and a social services agency.

B. CHILDREN TO BE SERVED

The Provider shall provide child care services to children six (6) weeks through twelve (12) years of age, and up to age nineteen (19) if a child has a documented disability, or whose parents have been certified eligible to receive services as stated and in accordance with section I.A.-1 of this Provider Agreement.

C. LOCATION OF SERVICES

The Provider shall provide child care services for children at _____, in Washington, DC at a minimum, between the hours of _____ a.m. and _____ p.m., _____through _____, except legal holidays of the federal and/or District government as provided in this Agreement. The Provider shall notify and request approval from the Education Program Improvement Unity (EPIU) immediately within twenty-four (24) hours of any unexpected change or circumstance that may affect services at the location, and at least forty-five (45) calendar days prior to any anticipated or actual change in location.

D. MINIMUM PROVIDER QUALIFICATIONS

1. The Provider's staff shall meet all regulations and standards set forth in 29 DCMR Chapter 3 for staff of child development centers, including, but not limited to, requirements for academic qualifications of the director, teachers, teacher's assistants and teacher's aides; health certification; in-service training of staff; and adult supervision of children. These requirements are enumerated in the Level II requirements incorporated into and made a part of this Provider Agreement.

2. The Provider shall employ at least one (1) staff person who holds a current Food Protection Manager Certification in accordance with the District of Columbia Food Code and maintain copies of menus planned and served by the center on file for three (3) years. Such menus shall be available for review by District officials.

3. The Provider shall comply with and maintain the minimum number of certified training hours per year as determined by the District's Tiered Quality Rate Reimbursement System.

E. SPECIFIC SERVICE REQUIREMENTS

1. The Provider's daily child development program shall reflect the knowledge and understanding of the fundamental developmental needs of children. The Provider shall demonstrate the continuity and flexibility that enables the Provider to respond to the needs of individual children, as well as to the needs of the group. The program shall also provide a balance between periods of active play and quiet activities.

2. The Provider's child development program shall include at least two (2) hours of outdoor play every day in its full day program and at least thirty (30) minutes in a part day program, except in extreme weather conditions.

3. The Provider shall maintain a sufficient number of age appropriate toys, games, and equipment including outdoor play equipment and books, which are safe for use by children and adequate for the requirements of the program.

4. The Provider shall provide nutritionally balanced meals suitable to the ages of the children, in accordance with varied menus that are consistent with meal patterns for young children, as specified under the Child and Adult Care Food Program (CACFP) of the U.S. Department of Agriculture.

5. The Provider shall have at least two (2) staff persons with a current American Red Cross Infant and Child First Aid and Cardiopulmonary Resuscitation (CPR) training certificate on the premises at all times when children are in attendance in the program pursuant to this Agreement.

6. The Provider shall comply with the Child Care Subsidy Program provider minimum requirements for Level II child care centers.

7. **Mandatory Drug and Alcohol Testing:** By signing this Provider Agreement, the Provider agrees to require all staff members (for purposes of this Provider Agreement, "staff members" includes the owner of the facility and anyone who works at the facility) to comply with any mandatory drug and alcohol testing mandated by the OSSE. Positive results for drug and/or alcohol tests while providing child care services by any of the program staff may be grounds for terminating the Provider Agreement. Each staff member at the child care facility must sign a copy of the Mandatory Drug

and Alcohol Testing Affirmation Form.

8. **Criminal Background Checks**: The District is authorized to conduct a criminal background check on any individual who contracts with the OSSE to provide child care services and who will have direct contact with children or youth pursuant to §§ 4-1501.01 et seq.
As such, the Provider shall require all staff members at the child care facility to complete a criminal background check through the record system of the Federal Bureau of Investigation (FBI), before being considered to provide direct services to children and/or youth. Each staff member has the right to obtain a copy of the report of the criminal background check, and may appeal the accuracy of that report. The OSSE may consider the results of the background check to determine whether the staff member is a present danger to children or youth. If the OSSE determines that any identified staff member is a present danger, the OSSE will give that staff member and the person who signs this Provider Agreement written notice about this determination and may terminate this Provider Agreement. The Provider and/or the staff member may appeal that decision to the Office of Human Rights. The results of the background check will be confidential with limited access given to individuals with a demonstrated need to know. Each staff member must sign a copy of the Criminal Background Check Affirmation Form.

9. **Traffic Record Checks**: The District is authorized to conduct a traffic record check if any staff member at the child care facility will be required to drive a motorized vehicle to transport the child(ren) in the course of providing child care services. The OSSE shall judge the results of the traffic record check on an individual basis. The OSSE may determine that any identified staff member is unsuitable for providing child care services, and may terminate this Provider Agreement on that basis. Each staff member must sign a copy of the Traffic Record Check Affirmation Form. If a staff member is not required to drive, he or she may opt out of the traffic record check.

10. **The District of Columbia Living Wage Act of 2006, D.C. Code 2-220.01 et seq.**: Any provider who receives District funds in the amount of $100,000 or more and any of a provider's sub-contractors who receive $15,000 or more shall pay its affiliated employees a living wage of no less than $12.50 per hour. This wage may be adjusted annually by the Department of Employment Services up to 3%. Adjustments in excess of

3% shall be approved by the Mayor. Subsequent rates supersede prior rates and are hereby incorporated into this Provider Agreement. Exemptions to the Act are provided as follows:

a. For an employee less than 22 years of age employed during a school vacation or enrolled as a full-time student working less than 25 hours per week;

b. For an employee of a non-profit organization that does not employ more than 50 people and qualifies for taxation exempt pursuant to Section 501(c)(3) of the Internal Revenue Code of 1954;

c. For an employee who is under an existing or future bargaining agreement, provided that the future collective bargaining agreement results in the employee being paid no less than the established living wage;

d. An organization that provides a trainee with additional services, including, but not limited to, case management and job readiness services, provided that the trainee does not replace an employee who is subject to the provisions of the Act;

e. Contracts or other agreements that are subject to higher wage level determinations required by federal law; and

f. A tenant or retail establishment that occupies property constructed or improved by receipt of government assistance from the District of Columbia, provided that the tenant or retail establishment did not receive direct government assistance from the District.

Upon site visits, the provider shall make available documents that demonstrate proof of exemption from the Act, or proof that staff members working on a program/project are being paid a living wage of at least $12.50 per hour.

Each provider who receives compensation directly from the District shall receive a copy of the Living Wage Act Fact Sheet, provided upon the execution of this Provider Agreement. The provider shall cause the Living Wage Fact Sheet to be posted in plain view in a conspicuous site in its place of business. The

Provider must sign the District of Columbia Living Wage Act of 2006 Affirmation Form.

11. **Language Access Act of 2004, D.C. Code §2-1931 et seq.**: The Provider must provide oral language services to a person with limited or non-English proficiency who seeks access to or participates in the services, programs or activities offered by the Provider. The Language Access Act of 2004 Fact Sheet is included. The Provider must also maintain information on number of persons with limited or non-English proficiency served and their primary languages, and submit the information quarterly to DEL using the Provider/Grantee Language Access Report Form. The Provider must sign the District of Columbia Language Access Act of 2004 Affirmation Form.

F. LIMITATION ON THE NUMBER OF CHILDREN

1. The number of children that may be served in the child care center is governed by the child care center's license and the adult-to-child ratios set out in 29 DCMR § 343 and the requirements of the Day Care Policy Act of 1979.

2. If children of different ages are placed in one (1) group, the adult-child ratio shall be adjusted, with the approval of the Licensing and Compliance Unit (LCU) and the EPIU, to protect the welfare of the youngest child(ren) in the group.

3. The number of OSSE/DEL children that may be served in the child care center shall comply with the RMNCE and shall not exceed ninety-five percent (95%) of the center's licensed capacity.

G. ELIGIBILITY DETERMINATIONS

The Provider shall determine initial and continuing eligibility for families to receive subsidized child care services in accordance with the requirements of the Day Care Policy Act of 1979, and the DEL Eligibility Determination Policies for Subsidized Child Care, and shall determine whether the parent/guardian is required to pay a percentage of the child care cost as a co-payment. The Provider shall be responsible for the timely reporting of all errors in payment to OSSE/DEL and when required, repay to OSSE all overpayment funds within the same respective fiscal year when requested.

H. HEALTH AND SAFETY REQUIREMENTS

1. Health Certificate

The Provider shall require each parent/guardian to provide a current copy of each child's annual physical examination and health certificate, including any special health care needs of the child and current immunizations, as required by 29 DCMR, Chapter 3, Child Development Facilities and to comply with all other health-related provisions of this Chapter. A copy of each child's health certificate shall be maintained in the Provider's files.

2. Building and Premises Safety

a. The Provider's child development center shall comply with the Building and Health Codes that set forth the standards for the type of building or premises that houses the center as set forth in 12 DCMR and 22 DCMR. The Provider shall also ensure that all items the child(ren) may touch and all interior surfaces of the building are lead free.

b. The Provider shall install any safety mechanisms such as barriers, gates or screens in certain areas of the center that require the protection of children from injuries and to prevent the access of unsupervised children.

I. INSURANCES/LICENSES AND PERMITS

1. The Provider, at its expense, shall obtain and maintain the minimum insurance coverage set forth below prior to award of the contract and shall keep the insurance in force throughout the period of this Provider Agreement.

   a. The Provider shall carry employer's liability coverage of at least one hundred thousand dollars ($100,000).

   b. The Provider shall carry bodily injury liability insurance coverage, written on the comprehensive form of policy, of at least five hundred thousand dollars ($500,000) per occurrence.

c. The Provider shall carry motor vehicle liability insurance written on the comprehensive form of policy. The policy shall provide for bodily injury and property damage liability covering the operation of all motor vehicles used in connection with the performing the contract. Policies covering motor vehicles shall provide coverage of at least two hundred thousand dollars ($200,000) per person and five hundred thousand dollars ($500,000) per occurrence for bodily injury and twenty thousand dollars ($20,000) per occurrence for property damage.

d. The Provider shall carry workers' compensation insurance covering all of its employees employed upon the premises and in connection with its other operations pertaining to this agreement, and shall comply at all times with the provisions of the workers' compensation laws of the District of Columbia.

2. The District of Columbia shall not be liable for any action or non-action of the Provider while rendering child care services. All insurance provided by the Provider as required by this section, except comprehensive motor vehicle liability and workman's compensation insurance, shall name the District of Columbia as an additional insured. All insurance shall be written with companies licensed by the District of Columbia, and the Provider shall send a duplicate copy to DEL/EPIU within thirty (30) calendar days of signing this agreement. The policies of insurance shall provide for at least thirty (30) calendar days written notice to the District prior to their termination or material alteration.

3. The Provider shall comply with all District licensure and permit requirements for the type of building and physical premises that houses the center as set out in 12 DCMR and staff of the child care center as set out in 29 DCMR, Chapter 3, Child Development Facilities.

II. FACILITIES

A. The Provider shall provide child care services in a facility that has been approved for a Center Based Occupancy Permit by the Department of Consumer and Regulatory Affairs and licensed by the DEL/LCU.

B. In the event that the Provider must change the facility location, the Provider must obtain prior approval from DCRA and OSSE/DEL/LCU, meet all requirements in

accordance with 29 DCMR, Chapter 3, Child Development Facilities and notify DEL/EPIU before providing services in the new facility location.

III. REPORTING REQUIREMENTS

A. ATTENDANCE REPORTS

1. The Attendance Record is the basis for payment. The Provider shall maintain daily attendance records that identify the first and last name(s) of the child(ren) to whom services are provided and the dates and hours that care is provided, using the official DEL Daily Attendance Form, which the DEL may amend.

2. The Provider shall ensure that all DEL parents and guardians note the actual arrival and departure times with their signature for their child each day in attendance at the child development facility.

3. The Provider shall identify each child in care that is currently enrolled in Head Start or Pre-K programming on the DEL Daily Attendance Form.

4. The Provider shall submit the attendance data for each child in care to OSSE/Accounts Payable Unit (APU) either electronically or via facsimile or in person between the first and the fifth working day of each month. The OSSE/APU reserves the right to demand additional documentation before payment is rendered.

5. The Provider's failure to submit complete attendance reports within the timeframe specified above will result in delay of payment.

6. Failure of the parent or guardian to comply with re-certification requirements in accordance with the established time frame may result in a delay or the forfeiture of payment or termination of the child.

7. The provider must review and reconcile the monthly attendance report and the monthly pay statement.

8. The Provider must report to the Subsidy and Eligibility Unit all payment errors using the DEL approved Error Report Form within ten (10) calendar days of receiving the monthly payment.

9. The Provider must report to DEL no less than 45 calendar days in advance, with the intent to terminate the Provider Agreement to provide services. In such cases, DEL will reserve the right to delay the facility's final payment; in order to reconcile any payment differences.

B. QUARTERLY REPORTS

The following reports are due on the 5th business day of October, January, April and July:

1. Language Access
2. Program Narrative
3. Parent Fee

C. UNUSUAL INCIDENT (UI) REPORTS

1. The Provider shall report any unusual incident as defined in 29 DCMR § 322 by telephone to DEL/EPIU at (202) 727-2993, by facsimile at (202) 727-7295, or via email at osse.childcarecomplaint@dc.gov immediately or as soon as practicable thereafter, but no later than twenty-four (24) hours following the incident.

2. The Provider shall submit a written report of the incident on the **U**nusual **I**ncident **R**eport (UIR) Form approved by DEL via fax to the DEL/EPIU (202) 727-7295 within twenty-four (24) hours following the incident or by mail to the address stated on the UIR Form.

3. Suspected or known child abuse and neglect are also considered unusual incidents. As indicated above in Section I. A.3, the Provider shall report any instances of known or suspected child abuse or neglect to the Child and Family Services Agency, Child Abuse and Neglect Hotline, (202) 671-SAFE (7233), and to the Metropolitan Police Department, Youth Division, (202) 576-6768, immediately to DEL/LCU using the DEL Unusual Incident Report Form via fax to (202) 727-7295.

D. ACCREDITATION

1. The Provider must adhere to the quality tiered reimbursement standard and criteria.

2. The Provider must submit to DEL/EPIU written documentation of the renewal of its accreditation at least forty-five (45) calendar days in advance of the expiration of Provider's existing accreditation status. Documentation must include verification of accreditation renewal status from the respective accrediting agency or agencies, including dates of effective renewal status accreditation. Failure to provide DEL with such written documentation will result in the reduction of the Quality Tier Reimbursement Level for that Provider to the lowest level for which it continues to qualify until such time that sufficient documentation of accreditation is provided to DEL. If a Provider fails to submit documentation of accreditation status/or submits documentation after the specified time frame. DEL will not approve any retroactive payments or adjustments for the period during which that Provider was reimbursed at a lower level.

IV. RETENTION OF RECORDS AND REPORTS; RIGHT TO INSPECT AND COPY

A. The Provider shall maintain a copy of all attendance reports, unusual incident reports, co-payment records, documents and records to support a child's participation in the Child Care Subsidy Program (CCSP), Child Care Licensing Unit inspection reports, and any other documents necessary to the performance of this Provider Agreement for a period of three (3) years, or until the final conclusion of any administrative or judicial proceeding as a result of or in connection with, the terms or performance of this Provider Agreement, whichever is longer.

B. DEL shall have the right to inspect and copy all records.

C. DEL will hold the Provider accountable for any and all missing records or documentation supporting a child's participation in the CCSP by recouping payment for the child for the time period that the Provider could not produce the record and/or documentation to substantiate eligibility in accordance with the eligibility requirements of the CCSP.

D. The Provider also shall comply with the federal regulations regarding record retention and access, at 45 CFR § 92.42.

E. Failure to comply with this Section shall be grounds for termination, withholding payments or other actions as may be permitted by this Provider Agreement.

V. MONITORING

A. Staff of the DEL/EPIU shall monitor the care and services provided to children in the child care center, which shall include at least one (1) on-site program evaluation visit to the center annually.

B. DEL staff shall monitor the eligibility determination completed by the Provider, which shall include at least one (1) on-site eligibility monitoring visit to the center annually.

C. The staff of EPIU shall provide training, technical assistance and supportive services to the center in the care of children and/or in the performance of eligibility determination during the agreement period.

D. The Provider shall allow authorized DEL staff or DEL designees' access to the premises at all times. The Provider shall cooperate fully with any examination, including but not limited to audits to verify recordkeeping, placement and services provided to the child(ren).

E. DEL may stop the new placement of children at the child care facility with notice to the Provider, at the sole discretion of DEL.

VI. NON-DISCLOSURE OF INFORMATION

The Provider shall protect the right of privacy of each participating child and family and shall not disclose any information regarding the child(ren) or family without the written permission of the parent(s)/guardian(s).

The Non-Disclosure Agreement Form must be completed by each staff member. See the Non-Disclosure Agreement Form for completion.

VII. FEES, PAYMENTS, RATES AND HOURS OF SERVICE

The Provider shall provide services in accordance with the payment rate in the Rates and Maximum Number of Children to be Enrolled Form of this Provider Agreement. Subsequent schedules and rates as amended by the OSSE supersede prior rates and are hereby incorporated into this Agreement.

A. DISTRICT OF COLUMBIA'S PAYMENT

1. The District shall pay the Provider at the rate(s) established by the Day Care Policy Act of 1979 rates, as amended, and the Provider shall receive total cost of care.

2. The Provider shall maintain an accurate accounting system of all parent/guardian co-payment fees and provide to the OSSE a report of how all fees were used. OSSE shall determine the method and time for reporting all parent fees and submit to the Provider after the signing of this Provider Agreement.

3. The District shall pay the Provider after the receipt of its authorized Admission Form and Monthly Attendance Report.

4. Under no circumstances shall the District be liable for the parent's/guardian's co-payment for the cost of child care.

5. Any overpayment by the District to the Provider or any person shall immediately be reported and returned to the District. Failure to return an overpayment shall result in a deduction from future payments for services or termination from the program and referral to the Office of the Attorney General for legal action.

6. The District shall pay the Provider for five (5) days of professional development provided by certified trainers or certified training organizations each agreement year.

7. The Provider must submit a request in writing and provide supporting documentation for the proposed dates of center closure for professional development to the DEL/EPIU Education Services Monitor forty-five (45) calendar days in advance of the closing. Failure to submit a timely request to DEL/EPIU for approval will result in non-payment for the closure. **Note: Any holiday substitution must occur within the same calendar month and be requested in writing no less than forty-five (45) calendar days in advance.**

B. PAYMENT FOR HOLIDAYS

1. The District shall pay for the following eleven (11) non-work holidays:

New Year's Day	Labor Day
Martin Luther King, Jr's Birthday	Columbus Day
President's Birthday	Veteran's Day
Emancipation Day	Thanksgiving Day
Memorial Day	Christmas Day
Independence Day	

If the District of Columbia government observes additional non-work holiday(s), the District shall pay the Provider.

2. The District shall pay for snow days on which the D.C. Public Schools are closed per Provider Agreement year. The District shall not pay the Provider for those days when the center closes in excess of the approved days. The Provider shall pay its staff for the non-work holidays and snow days as outlined in this subsection.

C. DIRECT CO-PAYMENT BY PARENT/GUARDIAN

If DHS or the Provider requires the parent or guardian to pay a percentage of the child care cost as a fee (co-payment) based on the Schedule of Parent Fees for Subsidized Child Care Services, the Provider shall collect the amount of the co-payment directly from the parent/guardian. In addition to the co-payment, the Provider may establish and collect a late fee to be charged to the parent(s)/guardian(s) who do not pick up their children on time. The Provider shall not be entitled to, or collect any other fees from the parent/guardian. Collection of additional fees by the Provider shall constitute a basis for termination of this Provider Agreement. Parents shall pay all transportation costs as agreed upon with the Provider for before and /or after school services.

D. PAYMENTS AND ABSENTEEISM

The District and the parent/guardian, if required to pay a percentage of the child care cost as a fee, shall pay for the child in care whether the child is present or absent from the program, unless the child has excessive, unexcused absenteeism. Excessive, unexcused absenteeism is defined as an absenteeism that exceeds five (5) child care days in one (1) month, unless the Provider reports the cause to DEL/EPIU before the fifth (5th) day and DEL/EPIU finds justification for the child to be absent for additional days. The District shall pay the applicable daily rate.

E. PROVIDER RESPONSIBILITY TO PAY TAXES AND OTHER FEES

The Provider is solely responsible for the payment of all taxes and fees incurred from the payments received pursuant to this Provider Agreement and in compliance with child care law.

VIII. NON-DISCRIMINATION

A. The Provider shall not discriminate against any applicant or recipient of services or any applicant for employment or employee of the program because of race, religion, sexual orientation, matriculation, color, political affiliation, sex (gender or sexual harassment), age, disability, genetic information, national origin, personal appearance, family responsibilities, marital status, gender identity or expression, familial status, source of income, or place of residence or business.

B. The Provider shall not discriminate against any applicant or recipient of services or any applicant for employment or employee of the program because of a disability as defined in the Americans with Disabilities Act, 42 U.S.C. §§ 12101 et seq and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §§ 794 et seq.

IX. DRUG-FREE WORK PLACE

The Provider shall establish a program to ensure that child care services are provided in a "Drug-Free Work Place." The Program shall include a published statement notifying its employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substances are prohibited in the Provider's work place and specifying the actions that will be taken against employees for violation of this section. The Provider may be subject to loss of licensure, suspension of contract payments, and termination of this Provider Agreement for default, or suspension or debarment from providing child care services.

X. INDEMNIFICATION

The Provider shall indemnify and hold harmless the District and all of its officers, agents, and servants against any assessments, fines, or monetary penalties that may be imposed on the District by order or judgment of any court or administrative body, or required pursuant to the terms of a consent order, consent decree or consent agreement, as a consequence or result of an act, omission or default of the Provider, its employees, agents or subcontractor in the performance of, or in connection with, any work required or

performed under this Agreement.

XI. AVAILABILITY OF FUNDS

The parties acknowledge that the obligations of the District to fulfill financial obligations pursuant to this Provider Agreement are and shall remain subject to the provisions of (i) the Federal Anti-Deficiency Act, 31 U.S.C. §§1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code §§ 47-355.01-355.08 (2007), (iii) D.C. Official Code § 47-105 (2007), and (iv) D.C. Official Code § 1-204.46 (2007 Supp.), as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned. The District's legal liability for payment of any financial obligations arising under this Provider Agreement shall not arise or obtain in advance of the lawful availability of appropriated funds for the applicable year as approved by Congress.

XII. METHOD OF PAYMENT

The District shall pay the Child Care Provider monthly, upon DHS's receipt of an authorized Child Care Admission Form and OSSE Accounts Payable Unit's receipt of Daily DEL Attendance Form from the Provider monthly (and any additional documentation when requested). The District shall pay by check payable to:

Name: _____

Address: _____

Note: Providers may contact their assigned OSSE Education Services Monitor to obtain information regarding the direct deposit of monthly payments.

XIII. DURATION OF CONTRACT

A. This Provider Agreement shall be effective from the date of the State Early Learning Administrator's signature (between July 1, 2012 through June 30, 2013), unless renewed by the District prior to the expiration date.

B. The District's ability to renew this Provider Agreement is subject to the availability of funds in subsequent fiscal years and successful performance by the Provider. The District may renew this Provider Agreement for a period of one (1) year or any portion thereof for up to four (4) years following the initial term, at the price stated in this Provider Agreement, or as the day care rates may be modified by law or

regulations.

C. Should the OSSE/DEL deem the Provider qualified for renewal, OSSE/DEL will give the Provider notice of an Agreement renewal in writing prior to the expiration date of the existing Provider Agreement.

XIV. TERMINATION OF AGREEMENT

A. The District may terminate this Provider Agreement for any reason.

B. The District shall give the Provider a written notice of termination specifying the date of termination. In the event of termination, the Provider shall cooperate with the District to ensure continuity of services to children.

XV. MODIFICATION OF AGREEMENT

A. This Provider Agreement may be modified in writing only, and the parties must sign and date any modifications to the Provider Agreement.

B. The Provider and the District may add to the list of eligible children receiving child care services only if a new child care admissions form is signed and dated for each child added to enrollment.

C. The District shall provide advance notice of changes in applicable rates due to Council, or Congressional mandate, budget reductions, lack of funding or available funds. This Provider Agreement shall be deemed unilaterally modified as of the date of the mandate, reduction or lack of funding, with or without the parties' signature.

XVI. RESOLUTION OF DISPUTES

A. The parties shall informally try to resolve any dispute arising from, or related to, the performance of this Provider Agreement. If the parties are unable to resolve their dispute, the Provider may submit a written statement outlining the Provider's position to the EPIU Director for review and resolution. The written statement should describe each of the facts in dispute and include the necessary documentation to support the Provider's allegations. The EPIU Director shall review the statement and documents submitted by the Provider and attempt to resolve the dispute through informal conferences with the parties and mutual consent. If no resolution by the parties occurs within 30 calendar days of the date the EPIU Director receives the

statement, the EPIU Director shall submit a written decision resolving the matter to the Provider with a copy to the State Early Learning Administrator.

B. The Provider may appeal the EPIU Director's decision by submitting a written request for an appeal and reconsideration to the Assistant Superintendent within fifteen (15) calendar days of receipt of the decision. The State Early Learning Administrator shall review the decision and any objections from the Provider, and issue a written decision that resolves the dispute within thirty (30) calendar days of the receipt of the Provider's appeal.

C. If the Provider is not satisfied with the written decision by the State Early Learning Administrator, the Provider may seek a review of that decision by submitting a written request for a review to the Contract Appeals Board within fifteen (15) calendar days after the receipt of the decision.

D. The rates are set by law. The Provider may appeal any error in calculating the amount of a payment or the number of children for whom the District compensates the Provider, but only to the extent that the Provider asserts that the District has failed to follow applicable rules and regulations.

XVII. ADJUSTMENTS

The District reserves the right to deduct or offset payments for overpayment, errors, material breach or partial performance of this Provider Agreement.

XVIII. WAIVER/RELEASE

The Provider agrees that the District shall not be liable for any injury, claim or loss to person to property arising out of or as a result of the performance of this Provider Agreement.

XIX. EFFECTIVE DATE

This Provider Agreement is effective as of the date of the signature of the State Early Learning Administrator (or an authorized representative) for the Division of Early Learning.

XX. GOVERNING LAW

This Provider Agreement shall be governed by, and construed in accordance with, the laws of the District of Columbia.

XXI. REPRESENTATIVE PAYEE

In the event of incapacitation or death, a representative should be appointed in writing to receive any outstanding payment owed to the authorized provider.

I do hereby appoint the person listed below as my representative payee.

Name: _____ **Phone No.: _____**

Address: _____

XXII. CONTACT PERSON FOR PROVIDER QUESTIONS AND CONCERNS

The Provider may contact the person listed in the DEL Contact Form to resolve any questions or concerns about this Provider Agreement or the Child Development Center Level II Program.

XXIII. HIRING OF DISTRICT RESIDENTS

All new employment resulting from this contract or subcontractors hereto as defined in the Mayor's Order 83-265 and implementing instructions shall include the following basic goals and objectives of utilization of bona fide residents of the District of Columbia in each project's labor force:

A. At least fifty-one (51%) percent of all jobs created are to be performed by employees who are residents of the District of Columbia.

B. At least fifty- one (51%) percent of apprentices and trainees employed shall be residents of the District of Columbia registered in programs approved by the District of Columbia Apprenticeship Council. The Contractor shall negotiate an Employment Agreement using the official First Source Agreement form with the District of Columbia Department of Employment Services for jobs created as a result of this contract. The Department of Employment Services shall be the contractor's first source of referral for qualified applicants trainees and other workers in the implementation of employment goals contained in this clause.

XXIV. REMEDIES FOR NON-COMPLIANCE

A. TERMS AND CONDITIONS

1. The Provider shall comply with and maintain compliance with terms and conditions of this funding program, whether stated in a Federal or District of Columbia statute or regulation, an assurance/certification, an application or an agreement throughout the period of effectiveness of this agreement/award.

2. If Provider materially fails to comply and/or maintain compliance with terms and conditions of this funding program, OSSE may:

   a. Temporarily withhold cash payments;

   b. Disallow all or part of the cost of the activity or action not in compliance;

   c. Wholly or partly suspend or terminate the current agreement/award;

   d. Withhold further awards to provider/grantee for the project or program;

   e. Not exercise option years or renew at OSSE's discretion; and

   f. Take any other actions that may be legally available.

B. DISALLOWANCE OF COSTS/REIMBURSEMENTS

1. OSSE will disallow any costs or reimbursements that:

   a. OSSE determines were not expended and/or incurred in compliance with the terms and conditions of this funding program, or;

   b. OSSE is unable to verify were expended and/or incurred in compliance with the terms and conditions of this funding program due to the Provider's failure to retain and/or provide upon request supporting documentation sufficient to allow OSSE to verify that the costs or reimbursements were expended and/or incurred in compliance with the terms and conditions of this funding program.

2. OSSE's right to disallow costs based on audit, correction, refund, reconciliation or other transaction extends beyond termination, suspension or closeout of the agreement. Provider is obligated to promptly return to OSSE any disallowed cost/reimbursements, and if disallowed, cost/reimbursements are not received by OSSE within a reasonable period of time after making a demand for payment, OSSE may:

    a. Offset amounts due from other requests for reimbursement;

    b. Withhold advance payments otherwise due to recipient;

    c. Withhold further awards to provider/grantee for the project; and or program.

    d. Take any other actions that may be legally available.

XXV. SUPERSESSION

This Provider Agreement supersedes any and all prior agreements between the Provider and the District regarding the provision of child care services.

XXVI. SIGNATURES

For the District of Columbia Government: Office of the State Superintendent of Education

BY: _____ _____
RaeShawn Crosson-Settles, Chief Operating Officer **Date**
Office of the State Superintendent of Education

FOR CHILD CARE SUBSIDY PROGRAM PROVIDER:

BY: _____
Child Care Provider Signature **Date**

_____
Print Name

_____ _____
Tax Identification Number **DUNS Number**

Telephone Number: _____**Fax Number:**_____

Email Address: _____

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DEPARTMENT OF HUMAN SERVICES

NOTICE OF FINAL RULEMAKING

The Director of the Department of Human Services, pursuant to authority set forth in Mayor's Reorganization Plan No. 3 of 1986, section 2 of the Day Care Policy Act of 1979 Amendment Act of 1988, effective July 29, 1988 (D.C. Law 7-136; D.C. Official Code §§ 4-409(a)(1)-(2) and 4-410(a)), section 2 of the Day Care Policy Amendment Act of 1995, effective April 7, 1995 (D.C. Law 11-2; D.C. Official Code §§ 4-409(a)(3) and 4-410(a-1)), section 503 of the Omnibus Budget Support Act of 1995, effective September 26, 1995 (D.C. Law 11-52; D.C. Official Code §§ 4-409(h) and 4-410(b)), section 2(d) of the Day Care Policy Amendment Act of 1998, effective April 13, 1999 (D.C. Law 12-216; D.C. Official Code § 4-404.01), and Mayor's Order 98-11, dated February 9, 1998, hereby gives notice of the adoption of the following amendments to section 308 of Chapter 3 of Title 29 of the *District of Columbia Municipal Regulations* (DCMR) entitled "Rates Paid by the District of Columbia Government to Child Development Centers, Child Development Homes and Relative and In-home Caregivers for Child Care Services."

These final rules establish the District of Columbia's (District's) child care subsidy rates for child care services provided by child development centers, child development homes, and relative and in-home caregivers participating in the subsidized child care program, and are based on findings of the University of the District of Columbia Market Rate and Capacity Utilization Survey of Child Care Providers completed in 2004.

These final rules amend the final rulemaking that was published in the February 17, 2006, edition of the *D.C. Register* to reflect public comments regarding the proposed reimbursement rates, including some technical adjustments to the proposed rates as well as definitional clarifications.

Title 29 DCMR, Chapter 3, section 308 is amended by deleting section 308 in its entirety and substituting the following new section 308 in its place:

308 RATES PAID BY THE DISTRICT OF COLUMBIA GOVERNMENT TO CHILD DEVELOPMENT CENTERS, CHILD DEVELOPMENT HOMES AND RELATIVE AND IN-HOME CAREGIVERS FOR CHILD CARE SERVICES

308.1 The District of Columbia government shall pay the following rates per day for child care services, less the parent fee as required by the parent sliding fee scale to child development centers and child development homes that meet their respective requirements of the Tiered Rate Reimbursement System, which is entitled "*Going for the Gold!*" when appropriate and funds are available.

(a) The payment rates for child development centers and child development homes (including satellite homes) for traditional, extended day, and nontraditional hours of care at the Bronze Tier shall be as follows:

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Child Development Center Bronze Rates

Age Group	Full Time Traditional	Part Time Traditional	Extended Day Full Time	Extended Day Part Time	Nontraditional Full Time	Nontraditional Part Time
Infant	$40.70	$24.42	$44.77	$28.49	$50.86	$30.53
Toddler	$39.83	$23.99	$43.81	$27.88	$49.79	$29.87
Pre-school	$29.21	$17.53	$32.13	$20.45	$36.51	$21.91
Pre-school Before and After	$29.21	$17.53				
School-Age Before and After	$19.85	$12.25	$21.84	$13.10	$24.59	$14.75
School-Age Before or After	$19.85	$9.19				

Child Development Home Bronze Rates

Age Group	Full Time Traditional	Part Time Traditional	Extended Day Full Time	Extended Day Part Time	Nontraditional Full Time	Nontraditional Part-Time
Infant	$28.49	$17.09	$31.34	$19.94	$35.61	$21.37
Toddler	$27.14	$16.28	$29.85	$19.00	$33.93	$20.34
Pre-school	$22.03	$13.22	$24.23	$15.42	$27.53	$16.52
Pre-school Before and After	$22.03	$13.22				
School-Age Before and After	$20.00	$12.00	$22.00	$13.20	$23.66	$14.19
School-Age Before	$20.00	$9.00				

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or After						

(b) The payment rates for child development centers and child development homes (including satellite homes) for traditional, extended day and nontraditional hours of care at the Silver Tier shall be as follows:

Child Development Center Silver Rates

Age Group	Full Time Traditional	Part Time Traditional	Extended Day Full Time	Extended Day Part Time	Nontraditional Full Time	Nontraditional Part-Time
Infant	$47.25	$28.35	$51.98	$33.08	$59.06	$35.44
Toddler	$46.23	$27.74	$50.85	$32.36	$56.69	$34.01
Pre-school	$35.60	$21.36	$39.16	$24.92	$44.50	$26.70
Pre-school Before and After	$35.60	$21.36				
School-Age Before and After	$25.43	$15.26	$27.97	$16.79	$30.92	$18.55
School-Age Before or After	$25.43	$11.45				

Child Development Homes Silver Rates

Age Group	Full Time Traditional	Part Time Traditional	Extended Day Full Time	Extended Day Part Time	Nontraditional Full Time	Nontraditional Part-Time
Infant	$31.07	$18.64	$34.18	$21.75	$38.84	$23.30
Toddler	$29.23	$17.54	$32.50	$20.46	$36.54	$21.92
Pre-school	$24.53	$14.72	$26.98	$17.17	$30.66	$18.40
Pre-school Before and After	$24.53	$14.72				

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School-Age Before and After	$22.90	$13.74	$25.19	$15.11	$27.08	$16.25
School Age Before or After	$22.90	$10.31				

(c) The payment rates for child development centers and child development homes (including satellite homes) for traditional, extended day and nontraditional hours of care at the Gold Tier shall be as follows:

Child Development Center Gold Rates

Age Group	Full Time Traditional	Part Time Traditional	Extended Day Full Time	Extended Day Part Time	Nontraditional Full Time	Nontraditional Part-Time
Infant	$54.41	$32.65	$59.85	$38.09	$68.01	$40.81
Toddler	$50.87	$30.52	$55.96	$35.61	$63.59	$38.15
Pre-school	$42.00	$25.20	$46.20	$29.40	$52.50	$31.50
Pre-school Before and After	$42.00	$25.20				
School-Age Before and After	$32.00	$19.20	$35.20	$21.12	$38.91	$23.35
School-Age Before or After	$32.00	$14.40				

Child Development Home Gold Rates

Age Group	Full Time Traditional	Part Time Traditional	Extended Day Full Time	Extended Day Part Time	Nontraditional Full Time	Nontraditional Part-Time
Infant	$35.00	$21.00	$38.50	$24.50	$43.75	$26.25

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Toddler	$34.00	$20.40	$37.40	$22.44	$41.25	$24.75
Pre-school	$28.00	$16.80	$30.80	$19.60	$35.00	$21.00
Pre-school Before and After	$28.00	$16.80				
School-Age Before and After	$25.80	$15.48	$28.38	$17.03	$30.51	$18.31
School-Age Before or After	$25.80	$11.61				

308.2 The District of Columbia government shall pay child development centers in the Level II Provider program the full amount of the above applicable payment rate and shall allow such centers to retain the parent fees collected.

308.3 The District of Columbia government shall pay the following rates per day for child care services to relative and in-home caregivers, when appropriate and funds are available.

(a) The payment rates for relative caregivers for traditional, extended day and nontraditional hours of care shall be as follows:

Relative Child Care Rates

Age Group	Full Time Traditional	Part Time Traditional	Extended Day Full Time	Extended Day Part Time	Nontraditional Full Time	Nontraditional Part-Time
Infant	$16.82	$10.09	$18.50	$11.77	$21.03	$12.62
Toddler	$14.33	$8.60	$15.43	$10.03	$17.91	$10.75
Pre-school Before and After	$14.33	$8.60				
School-age Before	$13.92	$8.35	$15.31	$9.74	$17.40	$10.44

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and After						
School-Age Before or After	$13.92	$4.18				

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(b) The payment rates for in-home caregivers for traditional, extended day and nontraditional hours of care shall be as follows:

In-Home Child Care Rates

Age Group	Full Time Traditional	Part Time Traditional	Extended Day Full Time	Extended Day Part Time	Nontraditional Full Time	Nontraditional Part-Time
Infant	$9.86	$5.92	$10.85	$6.90	$12.33	$7.40
Toddler	$8.70	$5.22	$9.57	$6.09	$10.88	$6.53
Pre-School	$8.70	$5.22	$9.57	$6.09	$10.88	$6.53
Pre-school Before and After	$8.70	$5.22				
School-age Before and After	$7.54	$4.52	$8.29	$5.28	$9.43	$5.66
School-Age Before or After	$7.54	$4.14				

308.4 Child care programs that are authorized to manage Family Child Care satellite systems or networks shall receive a daily administrative fee of $2.53 per day for the management of the family child care homes under their systems or networks.

308.5 The District shall pay the regular rate to providers on holidays when providers may be closed.

308.6 For the purpose of this section, the following terms shall have the meanings ascribed:

(a) Age groups for children are defined as follows:

(1) Infant – a child up to twelve (12) months of age;

(2) Toddler – a child twelve (12) months or older, but less than thirty-six (36) months of age;

(3) Preschool – a child thirty-six (36) months of age or older, but less than five (5) years of age on or before December 31 of that year; and

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(4) School-age – a child five (5) years of age on or before December 31 of that year through the age of twelve (12) or through the age of eighteen (18) if the child has a disability.

(b) Holidays include:

Labor Day
Columbus Day
November 11 – Veteran's Day
Thanksgiving Day
December 25 – Christmas Day
January 1
Martin Luther King, Jr. Day
President's Day
Emancipation Day
Memorial Day
July 4 - Independence Day

(c) The District shall also consider as a holiday January 20th during years when there is a presidential inauguration.

(d) The Level II Providers are those child care center providers authorized to conduct initial eligibility determinations and re-determinations for families seeking child care subsidy under specified eligibility categories.

(e) Types of child care services and hours are as follows:

(1) Full time traditional – six (6) to eleven (11) hours between 7:00 a.m. and 6:00 p.m., Monday through Friday;

(2) Part time traditional - less than six (6) hours of care between 7:00 a.m. and 6:00 p.m., Monday through Friday;

(3) Extended day full time – six (6) to fourteen (14) hours where at least one hour of care is in the morning before 7:00 a.m. or in the afternoon after 6:00 p.m. and the majority of hours are between 7:00 a.m. and 6:00 p.m., Monday through Friday. If more than fourteen hours of service are provided, an additional service will be authorized;

(4) Extended day part time - less than six (6) hours where at least one hour of care is in the morning before 7:00 a.m. or in the afternoon after 6:00 p.m. and the majority of hours are between 7:00 a.m. and 6:00 p.m., Monday through Friday;

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(5) Nontraditional full time – six (6) to eleven (11) hours between 6:00 p.m. and 7:00 a.m., Monday through Friday; or six (6) to eleven (11) hours on Saturday or Sunday, regardless of the time of day. If more than eleven (11) hours of service are provided, an additional service will be authorized;

(6) Nontraditional part-time - less than six (6) hours between 6:00 p.m. and 7:00 a.m., Monday through Friday; or less than six (6) hours on Saturday or Sunday, regardless of the time of day;

(7) Preschool traditional full time- six (6) eleven (11) hours between 7:00 a.m., Monday through Friday, for three (3) and four (4) year-olds who are not in the public or private pre-Kindergarten programs;

(8) Preschool traditional part-time – less than (6) hours of care between 7:00 a.m. and 6:00 p.m., Monday through Friday, for three (3) and four (4) year-olds who are not in the public or private pre-Kindergarten programs;

(9) Preschool before and after traditional full time – service for the three (3) and four (4) year-olds in public or private pre-Kindergarten programs, Monday through Friday, during school holidays;

(10) Preschool before and after traditional part time – before and after service for the three (3) and four year-olds in public or private pre-Kindergarten programs, Monday through Friday;

(11) School age before and/or after traditional full time – six (6) to eleven (11) hours between 7:00 a.m. and 6:00 p.m., Monday through Friday, for school age children when the child is not in school during school holidays;

(12) School age before and after traditional part time – before and after school-age children, Monday through Friday; and

(13) School age before or after traditional part time – before or after school services for school-age children, Monday through Friday.

To be recognized as a comprehensive system, the QRIS must have five (5) components:

Standards *- The QRIS standards build on the various standards already being used, such as licensing, Pre-K, Head Start Performance Standards, and national accreditation and organize them into one body of standards. The standards are usually categorized into various levels of advancement.*

Monitoring and Accountability *- The evidence and methods that will be used measure where programs are in relation to the standards levels.*

Program and Practitioner Supports *- The resources that are available to programs to meet and maintain the quality standards. This may include: training, scholarships, professional development registry and onsite coaching.*

Incentives *– Resources and financial rewards to encourage programs and providers/educators to pursue higher levels of quality.*

Family and Consumer Engagement *- The way that the QRIS is communicated and marketed to parents, programs and the community at large.*

Going for the Gold

A Quality Rating and Improvement System (QRIS) for the District of Columbia

From birth through age 5 is the most important time for growth of the human brain. A child's brain develops in response to the child's experiences by building neurological networks in reaction to the environment. Research shows that high quality early learning programs can prepare children for future success in school, work and life.

High quality child care programs are essential to the children in the District and to their parents who need stable, high quality care in order to be productive at work. More than half of the states across the nation are using Quality Rating and Improvement Systems (QRIS) as a way to improve the quality of early learning programs.

What is a Quality Rating and Improvement System (QRIS)?

A quality rating and improvement system (QRIS) is a way to measure, improve, and communicate the level of quality in early childhood programs. *Much like consumer rating systems for restaurants and hotels, QRIS award quality ratings to early childhood programs that meet defined quality standards.*

How does *Going for the Gold* work?

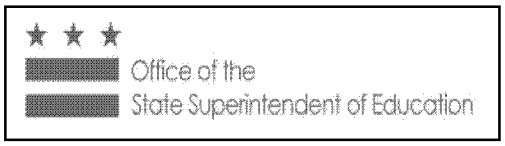
Choosing an early learning program can be a stressful process for a family. *Going for the Gold* gives families an easy way to determine the quality level of programs they may be considering. Families will be able to look for the *Going for the Gold* logo to determine what level a program has achieved.

In order to ensure basic health and safety requirements are met, programs are required to be licensed to participate. *Going for the Gold* categorizes quality into three levels: Bronze, Silver and Gold. Each level builds on the previous level, resulting in significant quality improvements at each stage. The Office of the State Superintendent of Education (OSSE), Division of Early Learning (DEL) staff visit participating programs to determine what level of quality is being provided to families and children.

Bronze – Programs meeting Bronze standards offer healthy and safe learning environments and planned learning opportunities for children.

Silver – In addition to meeting the Bronze standards, programs meeting Silver standards offer learning environments that are tailored to each child's needs and high levels of family support and engagement.

Gold – In addition to meeting the Bronze and Silver standards, programs meeting Gold standards offer highly educated and trained staff.


Office of the
State Superintendent of Education

To be recognized as a comprehensive system, the QRIS must have five (5) components:

Standards *- The QRIS standards build on the various standards already being used, such as licensing, Pre-K, Head Start Performance Standards, and national accreditation and organize them into one body of standards. The standards are usually categorized into various levels of advancement.*

Monitoring and Accountability *- The evidence and methods that will be used measure where programs are in relation to the standards levels.*

Program and Practitioner Supports *- The resources that are available to programs to meet and maintain the quality standards. This may include: training, scholarships, professional development registry and onsite coaching.*

Incentives *– Resources and financial rewards to encourage programs and providers/educators to pursue higher levels of quality.*

Family and Consumer Engagement *- The way that the QRIS is communicated and marketed to parents, programs and the community at large.*

Going for the gold

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High quality child care programs are essential, not only to the children in the District, but also to their families and to the communities in which they live. Parents need stable, high quality care in order to be productive at work. Our school systems need children who are entering school prepared and ready to succeed. And our local businesses need a high quality work force. In fact, studies have shown that high quality early learning programs increase the graduation rate, reduce the crime rate, and can save up to sixteen dollars for every one dollar invested.

More than half of the states across the nation are using Quality Rating and Improvement Systems (QRIS) as a way to improve the quality of early childhood programs.

What is a Quality Rating and Improvement System (QRIS)?

A quality rating and improvement system (QRIS) is a way to measure, improve, and communicate the level of quality in early childhood programs. *Much like consumer rating systems for restaurants and hotels, QRIS award quality ratings to early childhood programs that meet defined quality standards.*

How will a QRIS benefit the District?

A QRIS gives early learning programs a manageable path for continuous quality improvement. Additionally, a QRIS provides the opportunity for better alignment and coordination of District early childhood initiatives.

- Programs and early childhood caregivers use one streamlined set of standards which are connected to supports and incentives to help them meet and maintain the standards.
- Programs receive feedback and are involved in continuous quality improvement.
- Parents have easily accessible information about the quality of early childhood programs.
- Policymakers understand where and how to invest additional resources.

★ ★ ★
Office of the
State Superintendent of Education

OSSE Rates Based on *Going for Gold* Tiers

Effective October 1, 2013

OSSE Full Time Rate	Current rate
Infant in a Gold Center	$62.57
Infant in a Silver Center	$54.34
Infant in a Bronze Center	$46.81
Infant in a Gold Home	$40.25
Infant in a Silver Home	$35.73
Infant in a Bronze Home	$32.76
Toddler in a Gold Center	$58.50
Toddler in a Silver Center	$53.16
Toddler in a Bronze Center	$45.80
Toddler in a Gold Home	$39.10
Toddler in a Silver Home	$33.61
Toddler in a Bronze Home	$31.21

Center City
Public Charter Schools
Character. Excellence. Service

October 10, 2013

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Ave., NW Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express Center City Public Charter Schools' strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Center City PCS runs early childhood programs at our campuses in six neighborhoods throughout the city. A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Center City Public Charter Schools are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Russ Williams, Jr.
President and CEO
Center City Public Charter Schools

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
☐ Charter Application Approval (Full)	☐ Enrollment Ceiling Increase
☐ Charter Application Approval (Conditional)	☐ Change in LEA Status
☐ Charter Application Denial	☐ Lift Board Action
☐ Charter Continuance	☐ Approve Accountability Plan
☐ Proposed Revocation	☐ Operate in a New Location
☐ Revocation	☐ Charter Amendment
☐ Lift Board Action	☐ Approve E-Rate Plan
☐ Board Action, Charter Warning	
☐ Board Action, Notice of Concern	
☐ Board Action, Notice of Deficiency	
☐ Board Action, Notice of Probation	
☐ Proposed Revisions to PCSB Existing Policy	
☐ New PCSB Policy—Open for Public Comment	
☒ New PCSB Policy—Vote	
☐ Other—Discussion Item	

PREPARED BY: **Erin Kupferberg – School Quality and Accountability Team**

SUBJECT: **Early Childhood Performance Management Framework**

DATE: **September 16, 2013**

PROPOSAL

The DC Public Charter School Board ("PCSB") staff requests that the board approve the Early Childhood Performance Management Framework ("EC PMF") for school year 2013-14. This EC PMF will create a common framework to evaluate public charter schools' early childhood programs spanning grades Pre-Kindergarten ("PK") through 2nd grade. If approved, it would offer a common framework for 62 school campuses.

The proposal opened July 29 for 30 days of public comment. During this time, PCSB received 54 public comments from parents and other individuals, five from charter school leaders, and a comment from National Association of the Education of Young Children. At the same time, five media pieces ran, including an interview on the Kojo Nnamdi show with PCSB Board Member Sara Mead and charter school leader Jack McCarthy, and an online petition written by Sam Chaltain was signed by 250 people, 72 of whom wrote appended comments to their electronic signature. The comments received from the general public are summarized in the table below (full comments can be found at this link: http://bit.ly/160j7cH

Most Frequently Mentioned Issues (Mentioned 5 or more times in separate comments)	Frequency
Don't test literacy and mathematical thinking in prekindergarten for school evaluation purposes	41
Require and/or increase the weight of Social-Emotional Learning in the prekindergarten portion of the framework	37
The Early Childhood PMF should be based on inputs such as teacher qualification, administration training, professional development hours, and parent satisfaction.	8
Broaden the scope of assessments beyond literacy and mathematical thinking and allow literacy to be measured by the target language for immersion schools and/or mission-specific measures.	6

In addition to echoing some of the comments above, the five comments from charter leaders requested that PCSB delay using the PMF framework for tiering purposes for one year and add a mission-specific indicator to the framework.

PCSB took these comments into consideration and created a number of proposed modifications to the original proposal for the Early Childhood PMF task force to vote on. The task force was presented these options at a September 12, 2013 meeting. The members discussed the options and voted on proposed changes. As a result, the original proposal was modified in the following ways:

- No tiering for any schools on 2014 EC PMF; tiering to begin for 2015 EC PMF, with targets and floors set in consultation with the EC PMF Task Force
- Addition of "Mission-Specific Goal" (PK – 2nd grade) to broaden the scope of the framework
- Adjustment of weights to increase social-emotional learning and include Mission-Specific Goal

As a result of these changes the total weighting for assessments covering literacy and mathematical thinking has declined as follows:

Total Weights for Literacy and Mathematical Thinking Assessments	**July 19 Proposal**	**Current Proposal**
Pre-Kindergarten (Only measure progress, not achievement)	45% - 60%	**28% - 40%**
Kindergarten – Second Grade (Achievement or progress is measured – if student doesn't meet achievement level must show progress)	70% - 80%	**50% - 70%**
Note: Range depends on whether school selects to include a measure of children's social-emotional development		

Background

With more than half of DC third graders unable to read or perform grade-level math; preparing DC students to enter elementary school ready to learn is vital. PCSB, in its role as the authorizer of public charter schools in DC, has the responsibility to ensure that all public charter schools are offering quality education programs that are adequately preparing students for future success, and that parents are given clear information about the quality of charter schools.

In the past, PCSB measured school quality of early childhood programs by allowing schools to choose assessments that best measured the academic and non-academic goals of their programs, and having each school report the results on their goals in annual Accountability Plans.. While an Accountability Plan provided a window into school performance, it was not reliable because the schools set performance targets, with some schools offering the same assessment but requiring vastly different outcomes.

If approved, the EC PMF would replace the Accountability Plan system, allowing the public to evaluate school programs by using a common framework, which offers a more transparent means to see how well schools are meeting their goals and student achievement expectations based on common targets.

While the framework is common, schools continue to have wide latitude in continuing to use the same assessments they were already using under the Accountability Plans, or shifting to assessments that the school decides can best measure their program and match their education philosophy. One of the key strengths of public charter schools is their independence and autonomy, which gives them exclusive control over designing their programs to best meet the needs of their students and community; and so the measures of quality need to be objective enough and broad enough to encompass all varieties and philosophies of schools.

If approved, data on common metrics for all charter schools with prekindergarten through 2nd grades would be published in November 2014 as part of the release of our 2014 Performance Management Framework. (For schools that end in 3rd grade, this framework will also include 3rd grade.) The Early Childhood Task Force, made up of 25 participating charter organizations, will continue to meet throughout the 2013-14 school year in order to determine appropriate floors and targets on the metrics (by October 2013) and a method for tiering the schools (by June 2014).

Early Childhood Performance Management Framework Policy

This Early Childhood PMF proposal was created in consultation with and shaped by public charter schools serving early childhood grades, charter advocacy organizations, the Office of the State Superintendent of Education ("OSSE")[1], and Tembo Consulting. Jacqueline Jones, a

[1] OSSE's involvement is on-going and focuses on aligning the framework with the state early childhood accountability goals.

national expert, reviewed and provided feedback to the development of this framework. The proposal also benefitted from extensive and robust public comment, which led to modifications to the original proposal that are highlighted throughout the proposal. A summary of the public comment can be found in Appendix F.

DESCRIPTION OF THE EARLY CHILDHOOD PMF

The Early Childhood PMF is organized by two grade spans:

- Prekindergarten, comprising three-year-olds ("PK-3") and four-year-olds ("PK-4"); and,
- Lower elementary, comprising kindergarten through 2nd grade. Schools that have a 3rd grade and do not have a 4th grade will also be captured in the lower elementary portion of the early childhood framework.

As with the all of PCSB's Performance Management Frameworks, PCSB uses various measures, organized in broad categories known as "indicators" to assign a school points. For each individual measure, between zero and a maximum number of points is awarded, with the maximum number of points for a measure being the weight assigned that measure. The number of points a school earns for a measure is determined by where the school's performance falls between the floor and the target established for this measure. We refer to these floors and targets as "metrics".

Under most circumstances the total possible points a school can earn across all measures equals 100, and therefore a school's total points earned would equate to its PMF score. In certain cases, some measures are not applicable, so the total points a school may earn would be fewer than 100 points. In these cases, a school's PMF score is determined by dividing its total points earned by the total possible points the school could have earned.

Indicators

The Early Childhood PMF has five school performance indicators:

Indicator	Pre-kindergarten	Lower Elementary
Student Progress (literacy, mathematical thinking, social emotional learning)	√	√
Student Achievement (literacy, mathematical thinking)	n/a	√
Teacher Interaction	√	n/a
Leading Indicators (Attendance, Re-enrollment)	√	√
Mission Specific	√	√

Measures

Common measures exist for two of the five indicators: Teacher Interaction (where CLASS observations are the measures) and Leading Indicators (where attendance rate and re-enrollment rate are the measures).

The EC PMF does not use common measures for the Progress, Achievement, or Mission-Specific indicators. Because early childhood programs vary so greatly in education philosophy, there are no state assessments for these grades, and there are multiple viewpoints about what is important to measure. The framework allows for schools to continue to use some of the same assessments they were already using under the Accountability Plans, or choose what they believe is the best assessments to measure their student progress for PK in language/literacy mathematical thinking, and social emotional learning and progress and achievement (in lower elementary). For a complete list of assessments currently in use, please see Appendix B. For an assessment to be approved as a valid measure, the school must show that it is developmentally appropriate for the age-level they plan to use it in, that it measures student progress and/or achievement with developer-articulated benchmarks and targets, and that the assessment is research based with studies of documented validity. See Appendix C for the form schools may use to request a new assessment to be approved for use in the EC PMF.

Metrics

Based on publisher recommendations, alignment to 3rd grade proficiency on the state assessment, and/or baseline performance on measures during the 2012-13 EC PMF pilot, floors and targets will be developed for each measure. As noted, the number of points a school earns for that metric is determined by where the school's performance falls between the floor and the target and how much the metric is weighted. Much care was spent to make sure that there was alignment between metrics used by different schools, ensuring that the tool would provide reliable results.

(1) Student Progress and/or Student Achievement

Student progress is an indicator that tells how the student has developed academically and in social and emotional learning from the beginning (fall) to the end of the school year (spring).

Student achievement is a summative measure that shows average attainment level of all students. This academic indicator applies to the lower elementary grades only (kindergarten through 2nd grades) for language and literacy and mathematics. The student achievement indicator does not apply to PK.

Prekindergarten

Progress in language/literacy and mathematical thinking are measured in a variety of ways that are age appropriate. In the youngest grades, student progress is measured by the teacher either interacting with or observing the student. Students are often are not aware of the assessment being taking place as it occurs as part of the regular learning.

Schools have an option in all grades to include social-emotional learning ("SEL") as a progress indicator. While all early childhood programs value SEL, there is an earnest debate in the early childhood field about the reliability of the current assessments to predict future success. Therefore, SEL progress is offered as an option in the Early Childhood PMF to acknowledge

those charter programs that have found assessments that are reliable and valid predictors of success.

To measure language and literacy and mathematical thinking, schools may continue to use some of the same assessments they were already using under the Accountability Plans, or choose among several developmentally appropriate assessments. Student progress is the only student outcome indicator for the PK grades -- student achievement is not measured due to the wide variations in child development at these ages. The specific growth scores for each assessment that would need to be reached to receive credit under the PMF scoring (e.g. floors and targets) will be aligned to the publisher-determined developmentally appropriate growth score.

Lower Elementary

Beginning in kindergarten, schools are accountable for students' academic performance as measured by student achievement and/or student progress. In order to capture this developmental time in students' lives—where variance because of age and maturity is pronounced—this framework is designed to measure achievement OR progress of individual students. If a student does not reach the achievement performance target on the school-selected assessment by the end of the year, then the student must show progress by decreasing the distance to this target from the previous year by one-third.

For Kindergarten - 2nd grades, schools may similarly choose among several developmentally appropriate assessments. The specific growth scores for each assessment that would need to be achieved to receive credit under the PMF scores have been aligned to 3rd grade DC CAS performance. Specifically, this analysis conducted by Tembo Consulting determined the performance metric for each assessment a student in a particular early grade would need to attain in order to be likely to achieve proficiency on the DC CAS when he or she reaches the 3rd grade (see Appendix E). Since charter schools set goals in their charter to improve student performance, the performance metrics for growth are set so the students can be on the path of proficiency on the assessment within three years. This was determined by a sample data collection from the spring of 2013 and will be strengthened again from the Early Childhood Pilot data in the summer 2013.

Schools may also choose to include social emotional learning in grades K-2nd, for the same reasons as outlined in the prekindergarten section, but this will remain optional.

Schools may choose among several developmentally-appropriate assessments to assess students in achievement and progress for both reading and mathematics (see Appendix B). In addition to the school-chosen assessments, if the school ends in 3rd grade, the 3rd grade DC CAS scores are incorporated.

Spring 2013 data analysis showed that students who attained the publisher-determined grade level achievement scores were not always prepared to score proficiently on the 3rd grade DC CAS (see Appendix D). Therefore, the publisher-determined achievement scores will be increased on many assessments to more accurately reflect the achievement level needed on a kindergarten – 2nd grade assessments to have a strong chance of proficiency on the 3rd grade DC CAS. PCSB will collect and analyze the Early Childhood PMF Pilot data to determine the increased performance achievement metrics in addition to the target and floors for the assessments. This information will be presented to the PCSB Board for vote in October 2013.

(3) Teacher Interaction:
Teacher interaction is measured by the Classroom Assessment Scoring System ("CLASS") and will be used in Pre-Kindergarten ("PK") grades only. CLASS is an observational tool that provides a common lens through which to assess classroom interactions between the teachers and children in each classroom. CLASS is organized into three domains: Emotional Support, Classroom Organization, and Instructional Support, each of which are scored on a scale of 1-7. Research shows that an improvement in all domains of CLASS is correlated with increased student academic and social-emotional outcomes during the year of observation and in subsequent years.[2] CLASS observations will be completed on every PK classroom annually by an external reviewer.

(4) Leading Indicators:

(A) Attendance

The Early Childhood PMF will use the same measure - in-seat attendance rate - as the Elementary/Middle and High School PMFs to establish an attendance rate. The in-seat attendance rate measures the percent of students attending school each day throughout the year. Absences, whether excused or unexcused, are treated the same.

In-seat attendance rate will be a measure applied to all grades of the EC PMF. However, since there is currently no compulsory attendance law for 3- and 4-year-olds, the task force will use attendance data collected from the Early Childhood PMF Pilot schools to determine one set of floors and targets for the pre-kindergarten grades and a different set for kindergarten through 2nd. The calculation to determine the floor and target will be based on a one-year average of the bottom 10th percentile for floor, and one-year average of the 90th percentile for target for year one; a two-year 50%-50% weighted average for year two; and the same three-year weighted average as used to establish floors and targets of other PMFs for remaining years with the most recent year receiving the most weight (50%, 30%, 20%).

(B) Re-enrollment.

Re-enrollment rate is a common measure of all PMFs. This leading indicator is used to assess student and parent satisfaction. It will be included in the Early Childhood PMF as well for grades kindergarten – 2nd. It is determined by calculating the rate of students who attended the school in the fall of the previous year and re-enrolled in the school for the current year. The re-enrolled students are captured by comparing the schools' two years' Audited Enrollment files. For schools ending in third grade, the final grade will also be included.

(5) Mission Specific:

[2] Burchinal, M., Vandergrift, N., Pianta, R., & Mashburn, A. (2010). Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs. *Early Childhood Research Quarterly, 25*(2), 166–176.

This measure is chosen by the school and must align with the mission of the charter school, as set forth in the school's charter. Each school will work with PCSB staff to develop a measureable goal that reliably measures the progress or achievement the school is making towards realizing its mission as it pertains to its early childhood program. This indicator is optional and schools that do not wish to include an additional measure will have the points distributed equally to progress, achievement and teacher interaction indicators. In choosing a mission specific measure, schools will use the same form found in Appendix C.

Framework Weights

Prekindergarten

The following is the weight distribution by indicator and measure. Each measure is worth the same amount. Schools may choose between Option 1 and Option 2.

Option 1

Student Progress (40%)		Teacher Interaction (40%)			Leading Indicator (10%)	Mission Specific (10%)
Language/ Literacy	Mathematical Thinking	Emotional Support	Classroom Organization	Instructional Support	Attendance	SMART Goal
20%	20%	13.3%	13.3%	13.3%	10%	10%

Option 2

Student Progress (40%)			Teacher Interaction (40%)			Leading Indicator (10%)	Mission Specific (10%)
Language/ Literacy	Mathematical Thinking	Social-Emotional Learning	Emotional Support	Classroom Organization	Instructional Support	Attendance	SMART Goal
14%	14%	12%	13.3%	13.3%	13.3%	10%	10%

As mentioned, schools will be able to continue to use some of the same assessments they were already using under the Accountability Plans, or choose among several developmentally appropriate assessments to measure students' language/literacy, mathematical thinking, and social-emotional learning progress. If a school wishes to change or add an assessment, the public charter school must notify PCSB by May 1 prior to the start of the school year by completing a documentation form. The school should be prepared to explain to the Board in a public meeting the reason for the change, if asked. Additionally, schools also have the ability to annually request, through PCSB, that new assessments be added. The form to request approval for a new assessment can be found in Appendix C.

For assessing progress in PK grades, PCSB staff recommends the assessment's progress performance metrics remain at the developmentally appropriate levels designated by the publisher. At times, the publishers may alter the performance metrics and the Early Childhood PMF would follow the publisher's guidance.

The PK portion of the EC PMF generally aligns with Office of the State Superintendent of Education's ("OSSE") State Quality Rating Improvement System ("QRIS") framework except that the PMF uses student outcomes. PCSB will continue to work with city agencies to align the two frameworks so that there is only one tiering system for PK charter school programs.

Lower Elementary

To prepare students to be successful on the 3rd grade state assessment, PSCB staff is recommending the following framework for Kindergarten – 2nd grade. Schools may select one of the following options regarding the percentage weight of overall PMF score of each indicator:

Option	**Student Progress and/or Achievement**			**Leading Indicator**		Mission Specific
	Reading	Mathematics	SEL Progress	Attendance	Re-enrollment	Mission Specific
1	35%	35%	NA	10%	10%	10%
2	25%	25%	20%	10%	10%	10%

As mentioned, achievement and progress targets of the Kindergarten through 2nd grade assessments will be determined through data analysis to ensure that students are on a path to proficiency for the third grade state assessment. The specifics of these targets will be presented to the Board in October 16, 2013 for a formal vote.

Schools have the option to also include a SEL assessment. Schools have the opportunity to opt into the social emotional option annually. For grades K-2, social-emotional progress will remain optional. Similar to all other assessments, schools may submit annually to PCSB other SEL assessments options for consideration of inclusion on the Early Childhood PMF Assessment List.

3rd Grade:

PCSB staff recommends the following framework for schools that end in 3rd grade. This framework is similar to how 3rd grade students are assessed on the Elementary PMF.

Reading (Proficient and Advanced)	Reading (Advanced Only)	Mathematics (Proficient and Advanced)	Mathematics (Advanced Only)	Leading Indicator	
				Attendance	Re-Enrollment
35%	5%	35%	5%	10%	10%

Overall Score and Tiering

PCSB will not tier schools in year 1 (2013-2014). The Early Childhood PMF Task Force will meet over the 2013-2014 academic year to review data from the Early Childhood PMF Pilot to recommend how to tier schools with this new framework.

Due to PCSB, OSSE, and charter LEAs desire to have one common, overall rating system for prekindergarten programs, the Early Childhood PMF may have to separate scores, one for prekindergarten and one for lower elementary grades. The two scores will either be rolled up into one Tier or left as two separate Tiers based on final QRIS negotiations with OSSE, charter LEAs, DCPS, and other stakeholders. The methodology for tiering will be submitted to the Board for vote in the summer of 2014.

Appendix A

Background and Process to Develop the Early Childhood PMF

In October 2012, the PCSB Board voted to establish the Early Childhood PMF Pilot as recommended by the Early Childhood PMF Pilot Task Force. The Pilot Task Force recommended that schools with PK through 2nd grades have a pilot framework with seven targets based on the following:

- Progress in all grades on literacy (mathematics was optional for the Early Childhood PMF Pilot);
- Achievement for kindergarten through 2nd grades on literacy (mathematics was optional);
- Attendance; and,
- An optional mission specific goal.

Additionally, schools that joined the Early Childhood PMF Pilot also participated in CLASS observations for half of their PK classrooms. These scores are for creating baseline data only and will not be made public.

For school year 2012-2013, local education agencies ("LEAs") had the option either to participate in the Early Childhood PMF Pilot or to remain on their current accountability plans. 26 of the 36 LEAs with early childhood grades elected to participate in the Pilot while ten LEAs remained on the accountability plans (shown below).

All LEAs, regardless of whether they were part of the pilot or not, along with charter advocacy organizations were invited to participate in the development of the Early Childhood PMF by attending Early Childhood Task Force Meetings and/or commenting on the Early Childhood PMF Wiki page (https://pcsb-pmf.wikispaces.com/Early+Childhood+Task+Force). The majority of schools participated in one or more meetings and offered suggestions or comments.

The Task Force came close to unanimous agreement on the Early Childhood PMF in July 2013. 88% of members who voted at the Task Force meeting agreed with the PK framework and 100% of the members who voted agreed with the Lower Elementary framework.

The Task Force reconvened on September 12, 2013 to discuss the proposed changes based on public comment. The Task Force members were asked to decide if SEL progress should be weighted equally to the other progress measures and if a SEL assessment should be mandatory for all PK programs within four years.

The Task Force vote for SEL weight distribution was 54% in favor of equal weights to 47% wanting a lesser weight for SEL. Due to the close vote, PCSB staff recommended that the Board vote to be almost equal, with a slightly lower weight applied to SEL.

The Task Force voted in a 65% to 35% vote not to make SEL mandatory.

Early childhood research (Appendix E) promotes both measuring quality PK programs based on inputs, or procedures and processes that the school has in place, as well as thoughtfully including program outcomes based on children's assessments.

At one point, the Task Force wanted to have CLASS as an option for the PK framework. CLASS was included as required component because OSSE is mandating CLASS for all PK classrooms starting in the 2013-2014 school year as part of the QRIS. PCSB is working with OSSE to meet QRIS requirements in the Early Childhood PMF for PK grades and thus align the EC PMF and the QRIS to have a single evaluation system for PK. Additionally, by including CLASS, the framework aligns with research on accountability in PK programs (Appendix E).

Members of the Task Force also wanted the LEAs to have the option to include a social-emotional learning assessment. Social-emotional assessments have been added to the Early Childhood PMF Assessment List (please see Appendix B) and are an option in both the PK and K-2 frameworks.

School Year 2012-13 EC Accountability Choices	
Early Childhood PMF Pilot	**Accountability Plan**
1. AppleTree**	1. Bridges**
2. Arts and Technology**	2. Capital City**
3. Briya (formally ESF)**	3. Creative Minds**
4. Community Academy**	4. DC Prep**
5. Center City**	5. EL Haynes**
6. DC Bilingual	6. EW Stokes**
7. DC Scholars	7. Inspired Teaching
8. Eagle**	8. Meridian
9. Early Childhood Academy**	9. Roots
10. Excel**	10. Septima Clark
11. Friendship**	
12. Hope Community**	
13. Howard Road*, **	
14. Ideal	
15. Imagine SE**	**New 2013-2014 School**
16. KIPP**	Ingenuity Prep**

17. LAMB**	
18. MM Bethune	
19. Mundo Verde**	
20. Perry Street Prep	
21. Potomac Lighthouse	
22. Shining Stars*, **	
23. Tree of Life**	
24. Two Rivers	
25. WEDJ	
26. Yu Ying**	

* Howard Road and Shining Stars joined the pilot in February 2013. As a result, these two schools did not participate in the Teacher Interaction part of the pilot.

**These schools participated in at least one task force meeting, with some attending all meetings. A representative from FOCUS also regularly attended.

PCSB reconvened the Early Childhood PMF Task Force in February 2013 and met on the following dates:

Date:	**Topics Discussed:**
February 19, 2013	Continuous Score vs. Yes/No Targets, Areas to measure
March 19, 2013	Progress Indicators, Weights
April 12, 2013	Sample Data Analysis, assessments and weights
May 9, 2013	Finalize Grade Band Indicators
May 21, 2013	Experts to talk about CLASS and Social-Emotional Assessments
June 6, 2013	Overall framework, CLASS parameters
July 8, 2013	Board Proposal Discussion
September 12, 2013	Public Comments, Board Proposal Adjustments

Appendix B: Early Childhood PMF Assessment List

Assessment	Indicator	Grade(s)	Performance Metric	Domain/Subject
Bracken School Readiness Assessment (BSRA-3)	Progress Achievement	PK3, PK4, K K	Progress to age equivalency Standard score of at least 86	Literacy Math
Brigance Developmental Inventory Standardized Assessment (IED II)	Progress	PK3, PK4	Progress to age equivalency	Literacy
Core Knowledge Preschool Assessment Test (CK PAT)	Progress	PK3, PK4	Advance 1 level (on all 8 or 12 categories) (or maintain "competent/ready" on all)	Literacy Math Social-Emotional
Creative Curriculum- Teaching Strategies GOLD	Progress	PK3, PK4	-Meet or exceed widely held expectations of growth	Language/ Literacy Math Social Emotional
DC CAS	Achievement	2, 3	Proficient or higher (3rd grade DC CAS mandatory for schools that stop at 3rd grade with no upper PMF)	Reading Math
The Devereux Early Childhood Assessment (DECA) Devereux Student Strengths Assessment (DESSA)	Progress Progress	PK3, PK4 K, 1, 2	Significant growth	Social Emotional

Assessment	Indicator	Grade(s)	Performance Metric	Domain/Subject
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Progress Achievement	K, 1,2 K, 1, 2	Advance 1 level Core (low risk/ established/ core support)	Literacy
Discovery Benchmark Assessment	Achievement	K, 1, 2	Proficient or higher (level 3 or 4)	Reading/ Lang Arts Math
Discovery Predictive Assessment	Progress Achievement	K, 1, 2K, 1, 2	Average growth or higher On grade level at end of year	Reading Math
Developmental Reading Assessment (DRA)	Achievement	K, 1, 2	Score on grade level (K-level 3; 1st-level 16; 2nd-level 28)	Reading
Easy Curriculum-Based Measures (Easy CBM)	Progress Achievement	K, 1, 2 K, 1, 2	A year of growth (K-11 points; 1st-12; 2nd-6 points) Score on grade level (K-37; 1st-35; 2nd- 34)	Math
Every Child Ready (ECR)	Progress	PK3, PK4	Meet or exceed the average growth goal (or score proficient--PK-3: Lit-20, Math-49; PK-4: Lit-32, Math-78)	Language/ Literacy Math

Assessment	Indicator	Grade(s)	Performance Metric	Domain/Subject
Fountas & Pinnell	Achievement	K, 1, 2	Score on grade level (K-level C; 1st-level I; 2nd-level M)	Reading
Group Mathematics Assessment and Diagnostic Evaluation (GMADE)	Progress Achievement	K, 1, 2 K, 1, 2	make 0 or greater NCE Stanine 4	Math
Dinamicos del Exito en la Lectura (IDEL)	Progress Achievement	K, 1,2 K, 1, 2	Advance 1 level Proficient (low risk/ established/ core support)	Literacy-Spanish
Individual Growth and Development Indicators (IGDI/ Get It! Got It! Go!)	Progress	PK3, PK4	Progress to age equivalency (x months fall to spring; chart)	Literacy (picture naming and rhyming)
K-12 Online Assessment	Achievement	K, 1, 2	Achieve Mastery (80% completion of curriculum)	Language Arts Math
Learning Accomplishment Profile-3 (LAP-3)	Progress	PK3, PK4	Progress to age equivalency (mean score)	Language

Assessment	Indicator	Grade(s)	Performance Metric	Domain/Subject
Learning Accomplishment Profile-Diagnostic (LAP-D)	Progress Achievement	PK3, PK4, K	Progress to age equivalency (3 to 4; 4 to 5) with passing score (if N/A-demonstrate passing score) Score above the age equivalent cut score (K-10)	Language
Metropolitan Achievement Test-8 (MAT-8)	Achievement	K, 1, 2	Stanine 4	Reading Math
mCLASS CIRCLE: letter	Progress	PK3, PK4	Advance from Emerging to Satisfactory	Literacy
mCLASS CIRCLE: math	Progress	PK3, PK4	Advance 1 level	Math
mCLASS Math	Progress Achievement	K, 1, 2 K, 1, 2	Advance 1 level Benchmark	Math
mCLASS Reading	Progress Achievement	K, 1, 2 K, 1, 2	Advance 1 level Proficient	Reading
mCLASS Text Reading Comprehension (TRC)	Progress Achievement	K, 1, 2 K, 1, 2	Advance 1 level Proficient or higher	Reading

Assessment	Indicator	Grade(s)	Performance Metric	Domain/Subject
My Math	Progress Achievement	K, 1, 2	Still determining from publisher	Math
Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP)	Progress Achievement	K, 1, 2 K, 1, 2	Score at or above typical growth. Meet or exceed college readiness target: 149-Read; 144-Math; 1st: 166-Read; 164-Math2nd: 179-Read; 177-Math	Reading Math
Phonological Awareness Literacy Screening (PALS) Pre-K PALS	Progress Achievement	PK3, PK4 K, 1, 2	Advance to the spring developmental range (grow 12 letters, or master at least 21- PK3 lower case, PK4 upper case) Score at benchmark (by task, or sum score K: 81st, 1st:35, 2nd:54)	Letter ID Other - List specific domains
Peabody Picture Vocabulary Test (PPVT)	Progress Achievement	PK3, PK4, K, 1, 2 K, 1, 2	Gain of 4 standard score points (or SS of 86) Standard score of 86 or higher	Vocabulary
Positive Behavior Rating Scale (PBRS)	Progress	PK3, PK4	Progress to grade level baseline	Social Emotional

Assessment	Indicator	Grade(s)	Performance Metric	Domain/Subject
Stanford Achievement Test (SAT-10)	Progress Achievement	K, 1, 2 K, 1, 2	Make 0 or greater NCE Stanine 4	Reading Math
Scholastic Reading Assessment (SRA Reading Mastery)	Progress Achievement	K, 1, 2 K, 1, 2	Advance by 1 book level Mastery (80% of final lesson in level; K-1st: 145; 2nd: 165)	Reading
STAR Early Literacy	Progress Achievement	PK3, PK4, K, 1, 2 K, 1, 2	Advance one literacy classification or intervention level (or maintain benchmark) Probable Reader (or at/ above benchmark)	Literacy
STAR Reading	Progress Achievement	1, 2 1, 2	1 year of growth (1.0 GE) At or above grade level (GE: 1.9/ 2.9)	Reading
STAR Math	Progress Achievement	1, 2 1, 2	1 year of growth (1.0 GE) At or above grade level (GE: 1.9/ 2.9)	Math
Scantron Performance Series	Progress Achievement	K, 1, 2 K, 1, 2	Make 0 or greater NCE 50th percentile	Reading Math

Assessment	Indicator	Grade(s)	Performance Metric	Domain/Subject
Strategic Teaching and Evaluation of Progress (STEP)	Achievement	K, 1, 2	Score on grade level(K- level 3; 1st-level 6; 2nd-level 9)	Literacy
Teacher Child Rating Scale (TCRS)	Progress	PK3, PK4, K, 1, 2	Make 0 or greater NCE	Social Emotional
Test of Early Mathematics Ability (TEMA)	Progress Achievement	PK3, PK4, K, 1, 2 K, 1, 2	Gain of 4 scale points (or SS of 86) Standard score of at least 86	Math
Terra Nova	Progress Achievement	1, 2 K, 1, 2	Make 0 or greater NCE 40th percentile	Reading Math
Test of Preschool Early Literacy (TOPEL)	Progress Achievement	PK3, PK4, K K	Gain of 4 scale points (or SS of 86) Standard score of at least 86	Literacy

Appendix C: Assessment Proposal – Form to propose the addition of an assessment to the Early Childhood PMF Assessment List

Early Childhood Performance Management Framework

Assessment Proposal

Please complete this form for each new assessment you plan to administer which is not on the current list of approved PMF assessments.

LEA_____
Assessment Name_____
Contact Name and Email: _____

Please check the appropriate academic indicator(s) for which the assessment will address:

□ Language/ Literacy	□ Mathematics	□ Social-Emotional	□ Mission Specific
□ Progress	□ Achievement	□ Both	

Please check assessment type (may be both):

□ Norm referenced	□ Criterion referenced

Please check the grade level(s) in which the assessment will be administered:

□ Pre-k-3	□ Pre-k-4	□ Kinder.	□ 1st grade	□ 2nd grade

Please answer each question below. If the assessment proposed is a new version of an existing approved assessment, only questions 2 and 5 need to be answered.

1. Please describe the assessment instrument materials in detail, using language from the test manufacturer (i.e. computer adaptive, one-on-one interview, paper/pencil assessment, etc.).
2. Please describe the plan/schedule for administration, scoring, data entry/analysis, and record keeping. How will student scores be reported (publisher report, school-generated report, etc.)? 3. Which company/ institution published this assessment? Describe the findings of the research, validity, and reliability studies which have been conducted on this assessment. 4. According to the test publisher, what is the proficiency cut-off score for each grade for which the test will be administered? What is the suggested growth goal that the publisher determines is average growth for each grade for which the test will be administered? This explanation should indicate how the *average* student is expected to perform or grow. Include all specific metrics provided by the publisher (i.e., NCE, standard score points, percentile, level of growth, low risk, age equivalency, etc.)
The following items should be included with this form as attachments: • Documentation from the publisher on proficiency cut-offs for growth and achievement (if it is a large file, please indicate the page number the information can be found on) • A copy of the assessment to be administered (or a sample excerpt)

Appendix D: Data Analysis by Tembo Consulting Assessment Performance Indicators

Tembo Consulting's data analysis conducted from multiple years of students' progress and achievement scores on early childhood assessments linked to DC CAS scores can be found at the following link:

https://pcsb-pmf.wikispaces.com/file/view/Tembo%27s+EC+PMF+Pilot+Data+Analysis+4.2013.pdf/441711812/Tembo%27s%20EC%20PMF%20Pilot%20Data%20Analysis%204.2013.pdf

APPENDIX E: Research

Early Childhood Assessment and Program Evaluation Research

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ACT Research and Policy. "College and Career Readiness: The Importance of Early Learning." www.act.org/research. n.p. Feb. 2013

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Connor, C. M., Son, S.-H., Hindman, A. H., & Morrison, F. J. (2005). Teacher qualifications, classroom practices, family characteristics, and preschool experience: Complex effects on first graders' vocabulary and early reading outcomes. Journal of School Psychology, 43, 343–375.

Curby, T. W., Rimm-Kaufman, S. E., & Ponitz, C. C. (2009). Teacher–child interactions and children's achievement trajectories across kindergarten and first grade. Journal of Educational Psychology, 101(4), 912–925.

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Logan, J. A. R., Piasta, S. B., Justice, Laura M., Schatschneider, C., & Petrill, S. (2011). Children's attendance rates and quality of teacher-child interactions in at-risk preschool classrooms: Contribution to children's expressive language growth. Child & Youth Care Forum, 40(6), 457–477.

Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., & Burchinal, M. (2008). Measures of classroom quality in pre-kindergarten and children's development of academic, language, and social skills. Child Development, 79(3), 732–749.

Pianta, R. C., Belsky, J., Vandergrift, N., Houts, R., & Morrison, F. J. (2008). Classroom effects on children's achievement trajectories in elementary school. American Educational Research Journal, 45(2), 365–397.

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Appendix F: Public Comment

General Public Comments

Public Comment Concern	PCSB Response	Proposed Adjustment to EC PMF Proposal
Don't test Literacy and Numeracy in PK3 and PK4 for school evaluation purposes (41 comments)	Historically, all public charter schools have been held accountable to early childhood literacy goals, through the goals as set forth in their charter agreements and in their individual Accountability Plans, and they have needed to prove that they have attained the goal(s) by measuring student outcomes. This has not changed with the development of the Early Childhood PMF. DC Early Learning Standards (DC's curriculum for early childhood programs) includes Language and Literacy and Mathematical Thinking.	Based on the feedback received, PCSB staff is recommending that the Early Childhood PMF Taskforce reduce the weight for progress on learning standards from 60% to 40% of the total evaluation score for the school's PK3 and PK4. The original weight for PK student learning progress was 60%, which included A) 30% each for both language and literacy and mathematical thinking or B) 22.5% each for language and literacy and mathematical thinking and 15% for social emotional learning. The REVISED policy reduces this weight for learning progress to 40%. The REVISED policy still provides two options for schools A) 20% each for language and literacy and mathematical thinking or B) 13.3% each language and literacy, mathematical thinking, and social emotional learning. The proposal reduces the Show the overall weight for PK3, 4 in an EC program that encompasses grades PK3-2.

Public Comment Concern	PCSB Response	Proposed Adjustment to EC PMF Proposal
"Framework should be based on inputs, such as: teacher qualification, administrator training, professional development hours, and parent satisfaction" (8 comments)	We agree. The proposed framework was revised based on feedback to include teacher qualifications. The current framework includes inputs such as, teacher interaction through the Classroom Assessment Scores System (CLASS) and measures parent satisfaction for K-2 via the rate that parents re-enroll their students in school. In its role as a charter authorizer, PCSB does not control school curriculum. Charter schools have autonomy over their curriculum and instruction and personnel and therefore these inputs are not included in the EC PMF.	Include Teacher Qualifications in the framework as 10%; the task force will develop the definitions to be used.

Public Comment Concern	PCSB Response	Proposed Adjustment to EC PMF Proposal
Include Social-Emotional Learning goals/assessments PK/ Require SEL in PK programs (37 comments)	PCSB plans to propose an increase in the weight for schools that opt in to offering social and emotional learning into their Performance Management Framework. The weight will be equal with language and literacy and mathematical thinking. Since schools do not already have an established social emotional assessment in use, schools would need to research an assessment that fits their program, purchase the assessment and implement professional development so the teachers were accurately administering the assessment. In order to give schools time to implement a social emotional assessment, the PMF will not make this student progress indicator mandatory until year 5 of the PMF beginning in 2013-2014.	In the original proposal, Social Emotional Learning was an optional metric under Student Progress indicator that was worth substantially less than the other two metrics in the indicator: language and literacy and mathematical thinking. Based on the feedback, PCSB proposes that the Task Force agree to increase the weight allotted in the Student Progress in Learning Indicator for PK3 and PK4 for the Social Emotional Learning to be the same as the percent awarded to student progress in language and literacy and mathematical thinking, which comes to 13.3%. The three components together will equate for 40% of the PK3 and PK4 points in the EC PMF. Some comments requested that assessing and reporting on student progress in social and emotional learning be mandatory. Since many schools do not have assessments that measure this domain, which comprises five sub-domains, PCSB staff requests that the EC PMF Task Force consider making it mandatory for schools to include an assessment of Social Emotional Learning within five years.

Public Comment Concern	PCSB Response	Proposed Adjustment to EC PMF Proposal
"Broaden scope of assessments beyond literacy and math so what is valued is taught," including second language for early literacy in bilingual immersion schools (6 comments)	Schools have never been limited to literacy and math assessments. -For example, one public charter school administers a literacy assessment in Spanish in the pilot. The choice of language literacy for PK-3 and 4-year-olds is up to the school to determine. Schools may assess students on any aspect of their choosing; the PMF is limited to what is constant across all schools and what is identified in DC's Early Learning Standards.	Add language specifically highlighting that Immersion schools may choose an assessment that assesses progress and achievement in the immersion language. Add mission specific measure to the EC PMF
High stakes testing limits charter autonomy/No testing PK children (1 comment)	In its role as the charter authorizer, PCSB is making sure that DC charters are preparing early learners so they can be ready to thrive in kindergarten and beyond. The charter school promise is that for greater autonomy, great accountability. Every public charter school, upon conception, created academic and non-academic goals and student achievement expectations. The measurement of these goals was done originally through Accountability Plans for early childhood programs. Schools have choice over assessments and are encouraged to choose assessments that best match their educational philosophy and school climate.	No change to policy.

Public Comment Concern	PCSB Response	Proposed Adjustment to EC PMF Proposal
No testing for mastery/ achievement in PK3 and 4-year-olds (3 comments)	Student progress on PK assessment (as opposed to mastery, which is inappropriate for PK programs) is one component of the proposed framework that will result in tiers for PK3 to 2nd grade. Management framework, which includes grades PK-2. It will roll up to be a percentage of the entire framework.	Clarify language in the proposal to highlight that it is progress only.

Public Comment Concern	PCSB Response	Proposed Adjustment to EC PMF Proposal
Other: A: Process wasn't inclusive (3 comments) 1. Development of PMF was done in isolation with Tier 1 schools. 2. Include parents in decision-making 3. Do task force members have early childhood expertise?	PCSB developed the original PMF in consultation with schools through a Task Force. PCSB followed that same process for the Early Childhood PMF and invited all public charter schools in all Tiers to participate in the task force and to help develop the proposed framework. PCSB recognizes the critical role that parents have in supporting their child's education and making school choices. We have learned through public engagement on this issue that as charter schools grow, PCSB has taken on a growing public role explaining charter schools to DC families, helping parents find the right school for their child, and providing vital information to the public on the performance of our schools. This is a distinct role from charter schools engaging parents directly on school issues. Many of the concerns raised by parents are being incorporated into the final proposal to be voted on by our board. Developing frameworks is done in partnership with charter school education leaders and in consultation with education (in this case, early childhood) experts. PCSB encouraged school leaders who attended task force meetings to engage their school community, including parents, in creation of the framework. Additionally, parent input is gathered as part of the public comment period. The EC PMF Task Force comprises charter education Leaders and organization educational leaders, many of whom have a degree in early childhood education and educational assessments	Consider adding tier to list of schools in task force Include language committing to parent task force meetings to be held at least 2x per year to discuss school accountability projects.

Public Comment Concern	PCSB Response	Proposed Adjustment to EC PMF Proposal
E: Framework should not focus only on testing	The revised proposal decreases the weight of student progress for PK students. In addition to student outcomes, the proposal also includes Teacher Interaction (CLASS), attendance and now teacher qualifications. The framework does not solely focus on student progress.	Increased weight for items other than student progress and achievement in mathematical thinking and literacy. Teacher interaction will remain at 30% of the PK framework and teacher qualifications and mission specific goal will each weight 10%.
F: Develop a protocol to choose age-appropriate assessments	Our policy already has a form and process for schools to choose new assessments.	There is a process by which to add assessments. Highlight in the proposal the process by which a school can add an assessment and PCSB determines whether it is age-appropriate and valid.

School Leader Recommendations

Public Comment Concern	PCSB Response	Proposed Adjustment to EC PMF Proposal
Require SEL in entire framework	The EC Task Force chose not to mandate Social Emotional testing to respect each school's autonomy in choosing its curriculum and instruction. However, given newer research on SEL, we propose to change the framework guidelines to allow schools to choose SEL at any time rather than just in its first year.	Must keep it an option can get commitment from schools to give it within 5 years.

Public Comment Concern	PCSB Response	Proposed Adjustment to EC PMF Proposal
Immersion concerns with assessments	The schools are not limited to English-only assessment. For example, one of our schools gave the literacy assessment in Spanish for the pilot. The choice of language literacy for PK3 and 4-year-olds is up to the school to determine. We will add language to the policy to clarify this point:	Work with schools to find assessments in dual languages
CLASS options for K-2 grades	The EC PMF Task Force can continue to discuss this item over the next year. At this time, there is no funding available for this option.	CLASS can be the chosen assessment for Mission Specific 10%
Public progress and achievement data but not rank schools	PCSB is recommending that the ECPMF not be tiered in year one.	No Tier in year 1
Pilot assessments for one year prior to adoption	School are welcome to pilot an assessment before having it count as part of the EC PMF, but the school will need to have an approved assessment in place for all progress and achievement indicators.	School can pilot an assessment but must report on one too.
Allowing schools to use the assessments they have in the past and that they have internally developed and externally vetted	Schools may continue to use the assessments they have used in the past, especially their own internally developed, externally vetted measures. Assessments can be approved if they meet the three criteria approved by the board for the EC PMF Pilot.	Can we work on this process? Right now, assessments must be externally vetted for reliability and validity. Should we stick with this?

Public Comment Concern	PCSB Response	Proposed Adjustment to EC PMF Proposal
Taking the time with school leaders to consider the pilot data for school year 2012-2013 before making a final decision	In order to fully work with the data from the EC PMF Pilot, PCSB will not tier schools in year 1 of the EC PMF.	Tier after year 1
Tiering not based on a common assessment and comparing different assessments is not valid or accurate measurement; schools will choose easier assessments to gain more points.	No, it is not. Since charter schools have the autonomy to choose their own assessments, PCSB will continue to honor this. By adjusting the floors and targets, PCSB is equalize the assessments. By adjusting the floors and targets for each assessment, PCSB is trying to equalize the assessments so there is not an incentive to choose easier assessments.	No change.
Increases the number of assessments school gives	The schools have been giving assessments as part of their accountability plans already. This does not increase the number, but it does require that the assessments be age-appropriate and be used to measure what the testing company claims it can measure. This has caused some schools to have to switch assessments. It does require math assessments in PK3 and PK4 that were not required earlier, but the task force recommended that mathematical thinking be measured in PK3 and PK4.	No change
Want a mission specific assessment option	PCSB will ask the task force to include mission specific measure.	Add mission-specific into the framework as a 10% weight.
Issues with teacher giving assessments	Many LEAs have processes and protocols in place to ensure teachers are giving all assessments in a consistent and reliable manner. To protect charter autonomy, we might need schools to certify that they are following	No change.

Public Comment Concern	PCSB Response	Proposed Adjustment to EC PMF Proposal
	a protocol but PCSB does not want to step in and monitor that process.	

OSSE LEA LOOK–FORWARD: October 10, 2013—October 17, 2013
Key Events, Announcements, Updates and Deadlines

Enrollment Audit

NEW! Enrollment Audit Site Visits

OSSE is preparing for the Enrollment Audit site visits which will take place from October 15 until November 15, 2013. Below is a list of updates and expectations as we move forward:

- Please ensure that the Enrollment Audit Data Certification form is signed and submitted by Friday, October 11 at 5:00 pm. Submission of this form to OSSE verifies that all data submitted in SLED by the October 7 deadline is accurate. If this form is not submitted, the implication is that the LEA agrees with the data submitted in SLED. The form can be found here: **http://osse.dc.gov/publication/forms-dc-enrollment-verification**.
- OSSE staff members will visit some schools randomly during the Enrollment Audit headcount. Please be prepared for these observational visits. Note that these staff members will not **provide any technical assistance** during these visits.
- If you have not done so, please submit student Enrollment Audit headcount student locations using the QuickBase tool. Please ensure that this data is submitted 48 hours ahead of your scheduled site visit.

  If you have any questions or concerns, please contact **osse.enrollmentaudit@dc.gov**.

NEW! Special Education Child Count Webinar

Minor changes have been made to the **Special Education Child Count** process. These changes were highlighted in a recent training for LEA Special Education Coordinators. If your LEA representative missed this information, a recording of the updated Child Count webinar training given to Special Education Coordinators can be found at the following link. **http://osse.dc.gov/multimedia/2013-child-count-webinar-training**. If you have any questions or concerns, please contact **osse.enrollmentaudit@dc.gov**.

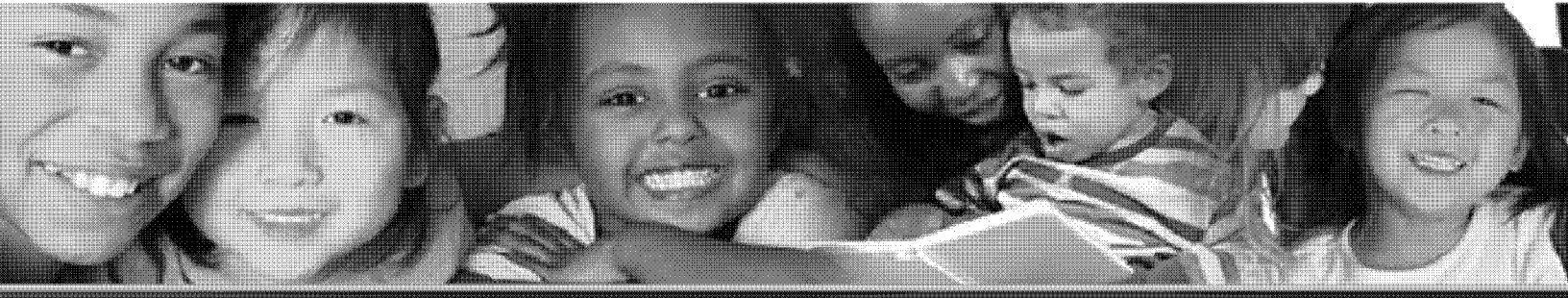
REMINDER! Enrollment Audit Student Residency Prevention Hotline

OSSE strongly encourages school-based staff, District residents, and families to report information regarding any non-resident student receiving District-funded public education free of charge. This information can be reported to the Student Residency Fraud Prevention Hotline at (202) 727-7224. This is a confidential tip hotline. Caller identification is anonymous. Please post the attached **flier** in your school's student registration office.

Division of Early Learning

REMINDER! Celebrate *Let's Move! DC* on October 19

The District of Columbia Office of the State Superintendent of Education (OSSE) and the DC Head Start State Collaboration Office (DC- HSSCO), in partnership with Fit Kids-DC, are collaborating to celebrate First Lady Michelle Obama's *Let's Move!* Initiative by hosting the first annual ***Let's Move!* DC - Children and Families Health Expo** on Saturday, October 19 from 10:00a.m to 2:00p.m. at the Deanwood Recreation Center, just across the street from the Deanwood Metro exit.



Division of Early Learning (Continued)

Come join the party for a day of:

- Music and Entertainment
- Prizes and Giveaways!
- Local farmer markets showcasing DC's rich variety of food
- Health and fitness exhibits/activity station
- Free sports classes for the kids!
- Come work out with the Washington Green Hawks, DC's professional entertainment basketball team!
- MLS DC United will be there testing players' soccer skills, giving away prizes, and raffling off game tickets!!
- NFL Play 60, US Tennis Association, and The President's Challenge Program will all be there!
- Special appearance by Celebrity Chef Lauren Von Der Pool, personal Chef to Venus and Serena Williams. Giving away signed copies of her book "Eat Yourself Sexy!"
- Celebrating *Champions for Children* Awardees
- Children and parents can play in the Fit Kids-DC and Ruckus obstacle courses, fun zones, face painting, Zumba dancing, and much more!

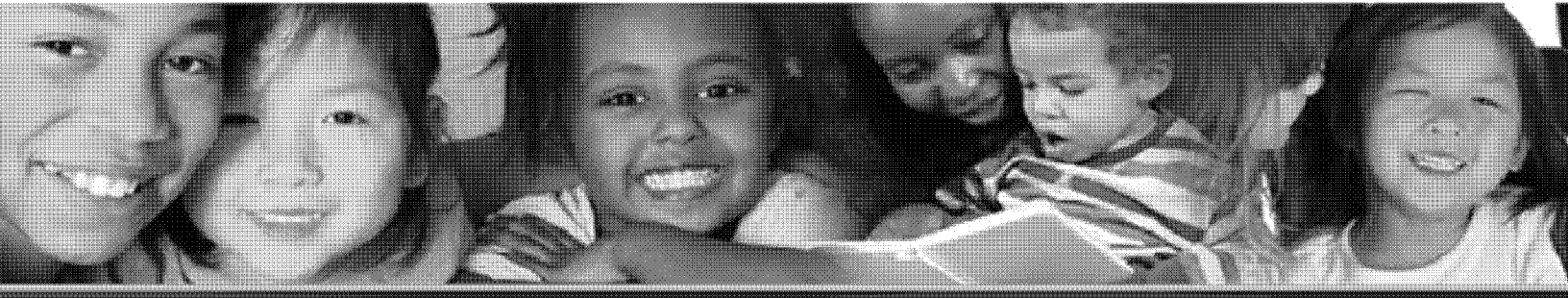
Let's Move! is leading a nationwide effort to combat childhood obesity and encourage healthy lifestyle choices by empowering families to put their children on the path to a healthy future during their earliest months and years. The initiative aims to inspire children to eat healthy foods and have at least 60 minutes of physical activity per day, whether before, during, or after school. In addition, the DC public school system has become the first U.S. district to fully commit to the ***Let's Move!*** Active Schools Program. All 111 DC public schools have agreed to participate in the program. For any enquiries and questions, please email **Sheena King** or **Christophe Beard,** or call at (202) 727-0969

REMINDER! FY14 Provider Meeting!

The 2014 fiscal year is here! OSSE is excited about the new services that will be implemented in order to better serve providers and the children of the district. Join us at our 2014 kick-off provider meetings to discuss such initiatives as bullying prevention strategies, OSSE early learning support structure, and early intervention services. Please plan to attend one of the following meetings below. OSSE providers not receiving subsidy may attend the Level I or Level II meeting.

COURSE	DATE/VENUE	TIME
Level I Providers	**October 23/Christian Tabernacle Church of God, 2033 11th Street, NW**	10:00a.m. – 12:00noon
Level II Providers	**October 11/Bridges Academy, Inc. 6119 Georgia Avenue NW**	10:00a.m. – 12:00noon
Home Providers	**October 28/Isle of Patmos Baptist Church, 1200 Isle of Patmos Plaza, NE**	1:00p.m. – 3:00p.m.

To RSVP, please email **Derrick Brace**



Division of Early Learning (Continued)

REMINDER! NATIONAL PREPAREDNESS COMMUNITY LAUNCHES NEW GROUP

The National Preparedness Community is an online community that allows individuals to discuss emergency preparedness best practices and share how they are working to better prepare their communities. The community is inviting members to join the newly launched educators, parents, and advocates group, which is uniquely focused on topics related to preparing youth.

Join the Community Registration only takes a minute. Once you register, you will be able to receive updates on Community activity via email.

Introduce Yourself Take a few moments to share with the Community who you are and what your area of focus is.

Start a Discussion Create a discussion thread about a new guide your office created, an upcoming webinar you want members to attend, or how you are helping the public become better prepared.

To learn more about FEMA's youth preparedness efforts, please visit: **http://www.ready.gov/youth-preparedness**

REMINDER! DC Professional Development Registry (PDR) Incentive Program!

There is still time to be eligible to win an iPad Mini or a FREE Creative Curriculum Training Coupon by participating in the DC Professional Development Registry (PDR) Incentive Program! The program is designed to increase District Early Childhood Education professionals' use of the PDR through incentivizing completion of an initial application for a Career Guide Level on the DC Career Guide. The program has been extended through October 30th.

The following are Incentive Program highlights:

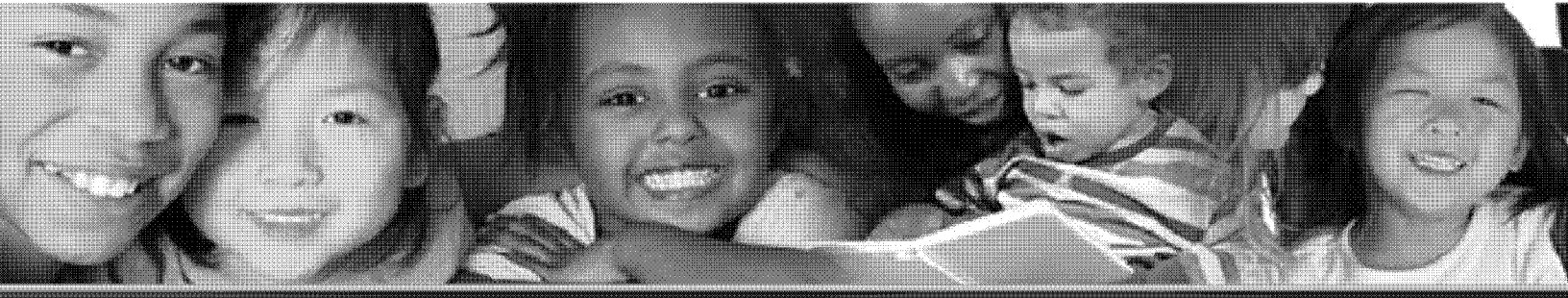
For Early Childhood Education and Out-of-School Time (ECE) professionals: Simply register an account in the PDR or log into your existing account and apply for an initial level on the DC Career Guide before October 30 to have your name entered in a random drawing to win an iPad Mini!

For Centers/Directors of District licensed child care subsidy programs: Simply encourage your staff to register an account in the PDR or to log into their existing PDR account and apply for an initial level on the DC Career Guide between August 1st and October 30th. The three licensed child care subsidy programs with the highest percentage of staff who are both registered in the PDR and have applied for an initial application for a Career Guide level will be eligible to receive a FREE Creative Curriculum Training Coupon!

To learn more about the PDR or for additional details about the Incentive Program, visit LearnDC at www.learndc.org

REMINDER! 2014 INFANT AND TODDLER SUBSIDY RATE INCREASE

Effective October 1, 2013, each provider will receive a 15% increase of their current subsidy reimbursement rate. The reimbursement rates will be increased in order to: (1) enhance the quality of child care through financial supports; (2) assist community based centers and homes in reaching high quality standards; and (3) increase the availability of high quality programs participating in the Child Care Subsidy Reimbursement Program. **Come to our October Provider Meetings to learn more!**



Division of Early Learning (Continued)

REMINDER! EARLY CHILDHOOD REPORTS AND RESOURCES

- The State of Infant and Toddler Care in the District of Columbia: Baseline Quality Study and Workforce Survey Executive Summary
- DC Commission on Early Childhood Teacher Compensation
- Preparing Our Infant And Toddler Professional Workforce For The 21st Century

REMINDER! PROVIDER SPOTLIGHT: PDR Incentive Program Winners

Congratulations to the 1st round winners of the Professional Development Registry Incentive Program!

- Mr. Jamal Berry, Infant/ Toddler Master Teacher, Educare of Washington DC
- Ms. Kermerish Prince, Teacher, Saint Timothy Episcopal
- Ms. Jane Banister, Facility Director, Georgetown University Hoyas Kids

Mr. Jamal Berry and Ms. Kermerish Prince have each won an iPad mini and Ms. Jane Banister has won a free creative curriculum training coupon for her center, Georgetown University Hoyas Kids. Congratulations!

REMINDER! Exciting Training Opportunities for Early Intervention Providers!

Coaching

October 22, 2013
9:00a.m.-12noon
Please register here: https://www4.georgetown.edu/uis/keybridge/keyform/form.cfm?FormID=4673
For more information please contact: Latasha Rich **at** lr376@georgetown.edu **or call (202)687-8807**

Subsidy Provider Information Sessions

October 16, 2013
1:00p.m. - 3:00p.m.
Venue: 810 First Street NE (3rd Floor Grand Hall)

October 29, 2013
1:00p.m. - 3:00p.m.
Venue: 810 First Street NE (3rd Floor Grand Hall)
For more information please contact: Erica Anderson **at** Erica.Anderson@dc.gov **or call (202) 727-8149**

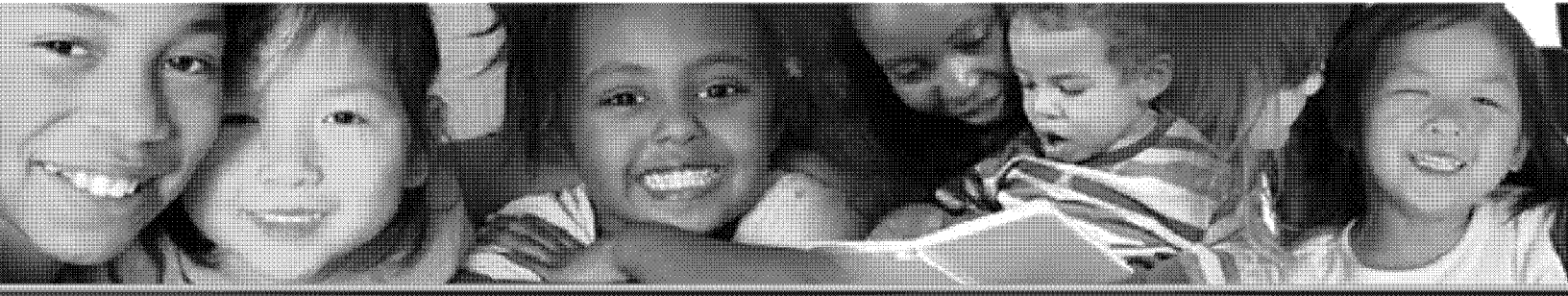
REMINDER! Kindergarten-Entry-Assessment Teaching Strategies

DATA REPORTING DATE TO OSSE: All schools must submit KEA data for all participating students to OSSE by October 31, 2013. For more information, please contact **Mahlet Getachew**

Division of Elementary & Secondary Education

NEW! Resources for Teachers of Homeless Students

Resources for Teachers of Homeless Students: The National Center for Homeless Education (NCHE) provides research, resources, and information enabling communities to address the educational needs of children experiencing homelessness.



Division of Elementary & Secondary Education (Continued)

Funded by the U.S. Department of Education, the Center serves as a clearinghouse of information for people seeking to remove or overcome educational barriers and to improve educational opportunities and outcomes for children and youth experiencing homelessness. NCHE has published ***Research Summary: Teaching and Classroom Strategies for Homeless and Highly Mobile Students***. This valuable resource lists strategies to help school based staff effectively serve students in transitory housing including strategies to improve classroom culture, align academics, and increase social engagement among homeless students.

For more information on resources for homeless students and their families, please contact **Ja'sent Brown** or call at **(202) 654-6123**.

NEW! The Mathematics and Science Partnerships Grant Competition for FY2014

The District of Columbia Office of the State Superintendent of Education (OSSE) is pleased to announce the eighth competition for the Mathematics and Science Partnerships (MSP) Program. The intent of this competitive grant program is to allow local educational agencies (LEAs) and institutions of higher education (IHEs) to collaborate in professional development activities that increase the subject matter knowledge and improve the standards-based instructional practices of science, technology/engineering, and mathematics (STEM) teachers. Partnerships between LEAs and the science, technology, engineering, and mathematics (STEM) faculty in IHEs are at the core of these improvement efforts. LEAs are encouraged to take leadership roles in implementing and perpetuating the training that is developed with awarded funds. Other partners may include public schools, businesses, and non-profit organizations involved in mathematics and science education.

Successful applications will include ways to sustain intensive, high-quality professional development activities that focus particularly on deepening teachers' content knowledge and establishing coherence in teachers' professional development experiences. The competition is open from September 23 until November 4, 2013. Applications are being accepted electronically by email until 5:00pm on Monday, November 4, 2013.

Please contact **Valida Walker** by email for more information.

REMINDER! Truancy Prevention Resource – Truancy Prevention Mailbox

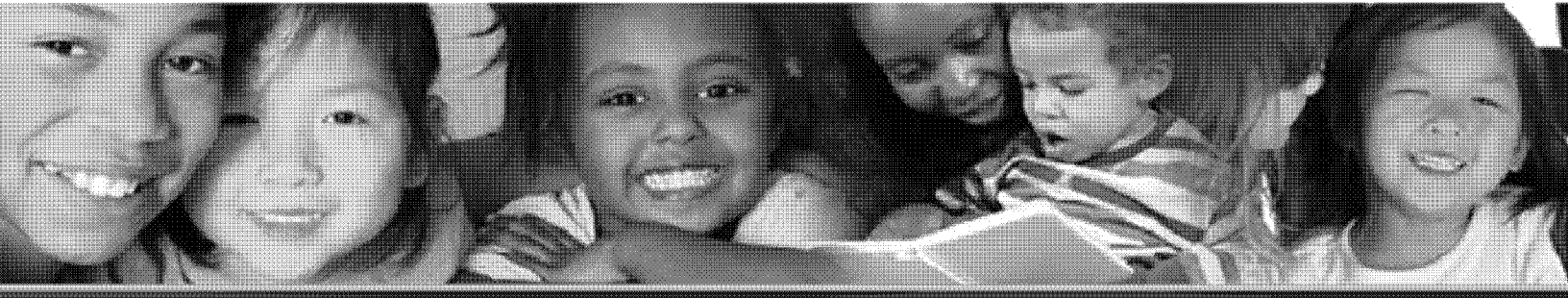
Did You Know?

Did you know that missing just 10% of the school year in the early grades can leave many students struggling throughout elementary school? (Attendance Works)

ATTENDANCE MATTERS! In conjunction with Attendance Awareness Month, the Office of the State Superintendent of Education formally announces its Truancy Prevention Mailbox, a resource for educators, parents and other educational stakeholders to submit questions related to truancy prevention. Questions can be submitted to **osse.truancyprevention@dc.gov**.

REMINDER! Federal Fiscal Year 2013 Consolidated Application Guidebook Now Available

OSSE is pleased to announce the release of the *Federal Fiscal Year 2013 Consolidated Application Guidebook*, a resource developed to provide LEAs with guidance on completing the Federal Fiscal Year 2013 Consolidated Application. The guidebook contains a collection of individual technical assistance documents for critical sections of the application.



Division of Elementary & Secondary Education (Continued)

This step-by-step guide gives each LEA the ability to access specific parts of the Federal Fiscal Year 2013 Consolidated Application as needed without reviewing the entire Phase II instructions document.
The guidebook provides (1) each program's purpose, (2) each program's eligibility, (3) step by step instructions on how to complete the section, and (4) associated links for further guidance specific to the covered programs. Please visit **http://osse.dc.gov/node/618142** to access the resource. For any questions or comments, please contact **Robin Bessler**.

REMINDER! FFY 2013 Consolidated Application Status
ELSEC's grants management team will provide weekly status updates to LEAs in reference to their FFY 2013 Consolidated Applications. ELSEC allocated Title I, Title II, and Title III funds to 54 LEAs, of which 29 LEAs have submitted Phase II applications. Please click on the link to view the current **Consolidated Application Status Report**.

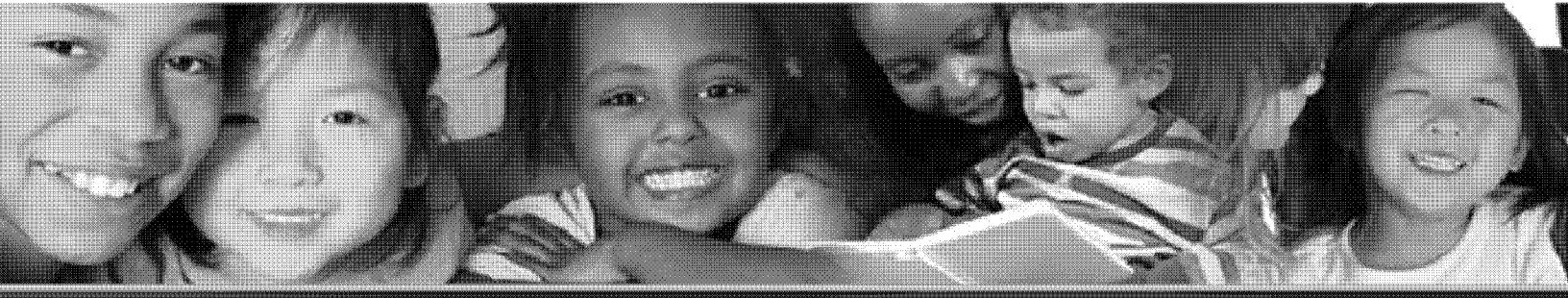
REMINDER! Complaint Procedures for Elementary and Secondary Education Act Programs and Grants
OSSE has a formal policy for receiving and addressing state-level complaints related to ESEA programs for sub-recipients of funding made available under the Elementary and Secondary Education Act of 1965, as amended (ESEA). The procedure described in this policy applies to complaints arising from and related to ESEA program administration, sub-grantee administration, equitable services and ESEA accountability classifications. Detailed guidance is available on the OSSE website located **here**.

For more information on filing a complaint or appealing an LEA decision regarding the provision of educational services to homeless students and parents under McKinney-Vento, please refer to the policies on OSSE's **Homeless Children and Youth Program** webpage under the Division of Elementary and Secondary Education.

For more information on filing a complaint regarding the provision of specialized education services to disabled students under IDEA, please refer to the policies under OSSE's **Division of Specialized Education** webpage. Please share this information with your program staff and participants.

Division of Post-Secondary & Career Education

REMINDER! OSSE Scholars Application Now Available
OSSE Scholars provides high-achieving, academically motivated students who exhibit financial need with the opportunity to attend selective summer college programs at partner universities. This program offers early exposure to college-level academics, navigating a college environment, and, at certain universities, earning college credit. OSSE fully funds tuition, room and board, books, and transportation for selected students.



Division of Post-Secondary & Career Education (Continued)

In order to become eligible, students must:

- Be a District resident attending a District public or charter school
- Be a current sophomore or junior
- Have a GPA of at least 3.0
- Have demonstrated financial need
- Exhibit leadership and maturity through extracurricular and/or community involvement

For more information and the application, please visit **http://osse.dc.gov/service/osse-scholars-summer-enrichment-program**. The application deadline is **Friday, October 25**.
For questions or concerns, please contact **Jill Wohrle**, or by phone at (202) 741-6415.

REMINDER! Dual Enrollment Funding Opportunity
The OSSE Dual Enrollment Fund provides support for unmet tuition, fee and book costs for high school students enrolled in postsecondary classes at District universities. OSSE can provide support and funding to schools looking to create new dual enrollment partnerships. Is your school is interested in increasing the number of students who participate in dual enrollment? Please contact **Jill Wohrle**, or by phone at (202) 741-6415.

Division of Specialized Education

NEW! 5th Annual "Moving Forward Together" Secondary Transition Community Forum
OSSE is pleased to announce the 5th Annual Secondary Transition "*Moving Forward Together*" Community forum. This forum, jointly funded and co-sponsored by organizations throughout the District of Columbia, brings District youth and young adults with disabilities (middle & high school), parents/families/caregivers, educators, professionals, and community organizations together to learn about transition into employment, education, and independence.

This two-day event is scheduled for Friday, October 25, 2013 and Saturday, October 26, 2013 and will be held at the Martin Luther King, Jr. Memorial Public Library at 901 G Street, NW, Washington, DC.

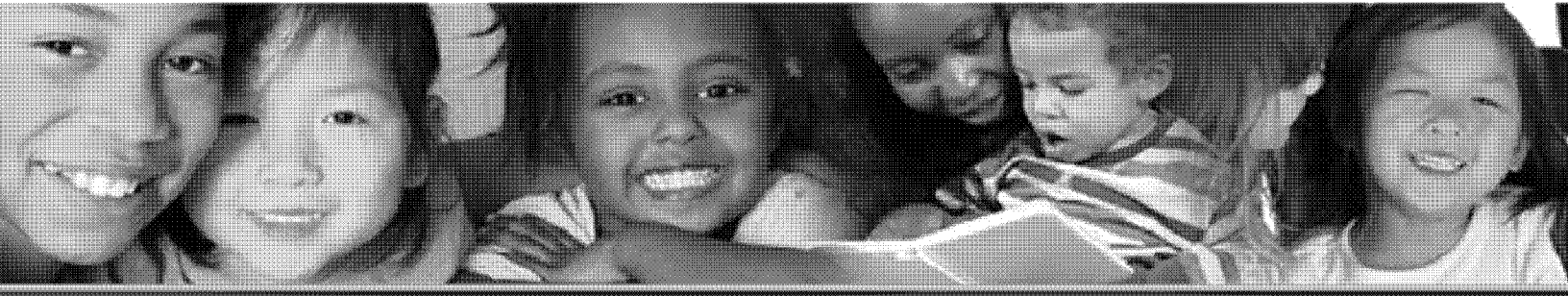
Day one, Friday, October 25, 2013 from 10:00am – 3:00pm, will feature Motivational Speaker Lamont Carey (lamontcarey.com), an interactive scavenger hunt with exhibitors, and youth-led self-advocacy and transition workshops for students attending DC Schools (DCPS, Charter and Nonpublic Programs).

Teachers are encouraged to bring their students to this event. To register for the community fair, please select the following link: **Secondary Transition Student Fair.**

Day two, Saturday, October 26, 2013 from 10:00am – 2:00pm, is a city-wide community forum which will provide valuable local resources, success stories, networking opportunities and workshops for youth with disabilities, families, educators and special education stakeholders.

To register for the community forum, please select the following link: **Secondary Transition Community Forum**.

For additional information regarding this event, please visit **www.dctransition.org**.



Division of Specialized Education (Continued)

NEW! The State Advisory Panel on Special Education (SAP) – Town Hall Meeting

The State Advisory Panel on Special Education (SAP) invites you to a Town Hall for Special Education Stakeholders being held in conjunction with the Fifth Annual Moving Forward Together Secondary Transition Forum.

The Secondary Transition Forum will be held from 10 a.m. to 2 p.m. at the Martin Luther King, Jr. Memorial Library at 901 G Street, NW on Saturday, October 26, 2013. Students, parents, educators, and the community can learn about preparing for transition to employment, postsecondary education, and independence. Make sure you stop by Room A5 between 1 and 4 p.m. to tell the SAP what you think the **MOST IMPORTANT** special education issue is for the SAP to address this year. Each person will have three minutes to address the SAP, and all comments provided will be considered as the SAP plans its annual priorities. If you have questions about the Town Hall or cannot come but want to provide feedback, please email **osse.dcsap@dc.gov**.

REMINDER! Fiscal Policy and Grants Management releases IDEA Phase II Application

The Office of the State Superintendent of Education is pleased to announce the release of the FFY2013 Phase II application for IDEA, Part B funds for LEAs. The application, along with a memo with instructions, can be found online at: **http://osse.dc.gov/service/fiscal-policy-and-grants-management**. Applications are due no later than **November 8, 2013** at 5pm.

If you have any questions regarding funding for IDEA or the Phase II application please contact **Faith Leach**, Fiscal Policy Manager, or call on (202)741-5091.

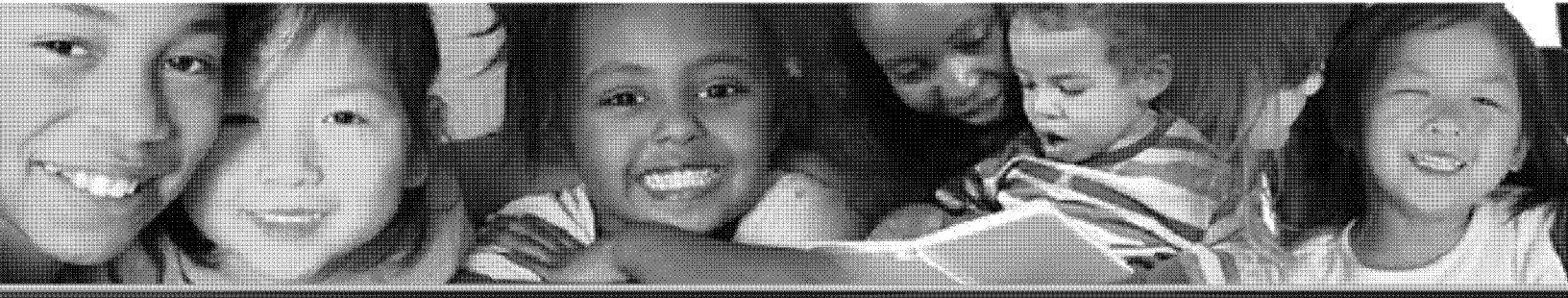
REMINDER! New LEA Support Model for 2013-2014

As announced via the LEA monthly data meeting on August 29, 2013, OSSE is transitioning to a new LEA support framework—the LEA Inquiry Team Model. This model is designed to provide LEAs with a "one-stop shop" for receiving support tailored to meet their needs. The Office of Data Management and the Division of Specialized Education are launching the model, which is intended to expand as other divisions join the effort.

In this model, staff from different practice areas will support an assigned group of LEAs. These teams are supported by a primary point of contact (POC), who, in consultation with a secondary POC, will route both data and practice/policy questions to pre-designated resources assigned to support specific LEAs via LEA "Inquiry Teams." This process is designed to ensure that LEAs receive timely and robust answers to their questions. The second function of the model is to proactively review data for LEAs to design targeted assistance that supports performance improvement.

For example, if data shows that particular LEAs are experiencing challenges within an area of practice, OSSE may offer targeted technical assistance or link the LEAs to others that may be having success for consultative purposes. In addition, if questions on a particular topic are received in the OSSE Support Tool by more than one LEA, this will indicate a need for OSSE to create and post state-level guidance.

LEAs should use the new OSSE Support Tool, released on August 16, 2013, for all inquiries. While many LEA special education representatives have already received training on the use of this tool, OSSE will be providing additional guidance to other LEA personnel. Each LEA will be contacted by its designated POCs to provide further details regarding the model and will also be available to answer any questions LEAs may have at that time.



Division of Specialized Education (Continued)

The Office of Data Management and Division of Specialized Education look forward to collaborating with LEAs to fine tune this new approach, which is intended to provide high quality support designed to meet LEA needs. If you have any questions, please do not hesitate to contact Jeffrey Noel, Director of Data Management by email at **Jeffrey.Noel@dc.gov**, or Amy Maisterra, Assistant Superintendent, Division of Specialized Education, by email at **Amy.Maisterra@dc.gov**.

Special Education Data System (SEDS) Updates

REMINDER! Special Education Data System (SEDS) – LEA Data Administrator II Course Modules 3-5

The Division of Specialized Education (DSE) is pleased to announce the continuation of the 2013 LEA Data Administrator (LDA) II course. All LEAs are required to have at least one representative (two preferred) complete all five professional development modules for this course.

At this point, one person from each LEA should have completed both modules 1 and 2 of the LEA Data Administrator II course. The remaining three modules will be delivered via an online course. Upon completion of all 5 modules, attendees will receive a certificate of completion and awarded 11 Professional Learning Units (PLUs). Below are the dates and times of each course. Please review and register for the remaining four modules by clicking on the links provided.

COURSE NAME	DATE	TIME
2013 LDA Module 3	**Wednesday, October 23**	10:00a.m. – 12:00noon
2013 LDA Module 4	**Wednesday, November 20**	10:00a.m. – 12:00noon
2013 LDA Module 5	**Wednesday, December 18**	10:00a.m. – 12:00noon

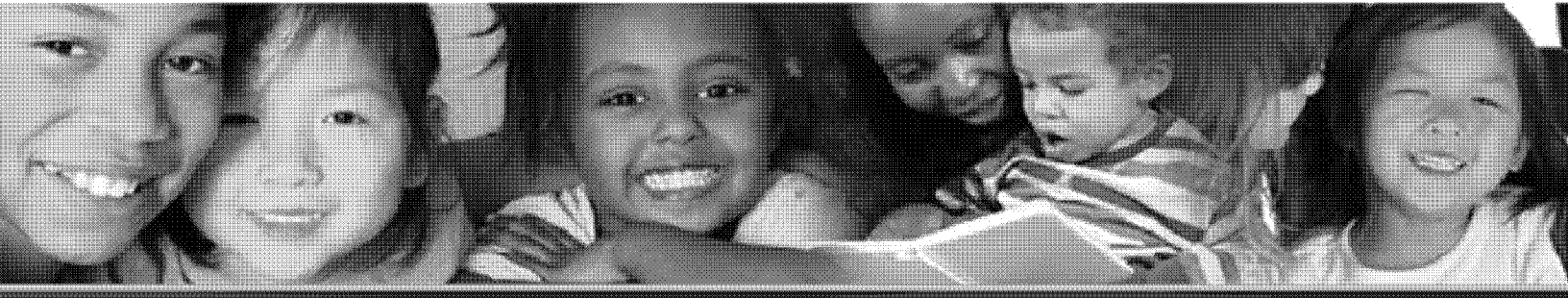
Division of Wellness & Nutrition

NEW! Support the introduction of healthy foods in your local schools now!

The Let's Move Salad Bars to Schools is a grant program in support of First Lady Michelle Obama's Let's Move Initiative to expose children to healthy foods, and to reduce obesity in children within a generation. Let's Move Salad Bars to Schools has a goal to fund and introduce 6,000 salad bars in schools throughout the country by December 2013 in order to increase the availability of fruits and vegetables for children throughout the day. Learn more about the program and how you can apply to have a salad bars added to your school at **http://saladbars2schools.org/.**

NEW! Healthy Youth and Schools Commission Hold Open Meeting on School Nutrition Issues, Friday, October 18th

The Nutrition Sub-Committee of the Healthy Youth and Schools Commission would like to hear feedback on school nutrition issues – school breakfast, lunch, afterschool meals, healthy vending, local produce, or other school nutrition issues.



Division of Wellness and Nutrition (Continued)

They are also interested in hearing how schools have transformed menus with more fruits, vegetables, and whole grains; how schools are introducing students to healthier options; and other ideas you have on improving the health of students. To that end, they are hosting a meeting for interested school nutrition stakeholders including principals, teachers, school foodservice professionals, other school staff, parents, and students. The meeting will be held at DC Hunger Solutions, 1875 Connecticut Ave NW, Suite 540 from 1-3 pm on Friday, October 18. If you plan to attend, please RSVP to **Alex Ashbrook** by October 16. Additionally, if you cannot attend but wish to share any comments or suggestions, you may email them to **Alex Ashbrook**, Chair of the Commission.

NEW! Growing Healthy Schools Week, October 20 – 26

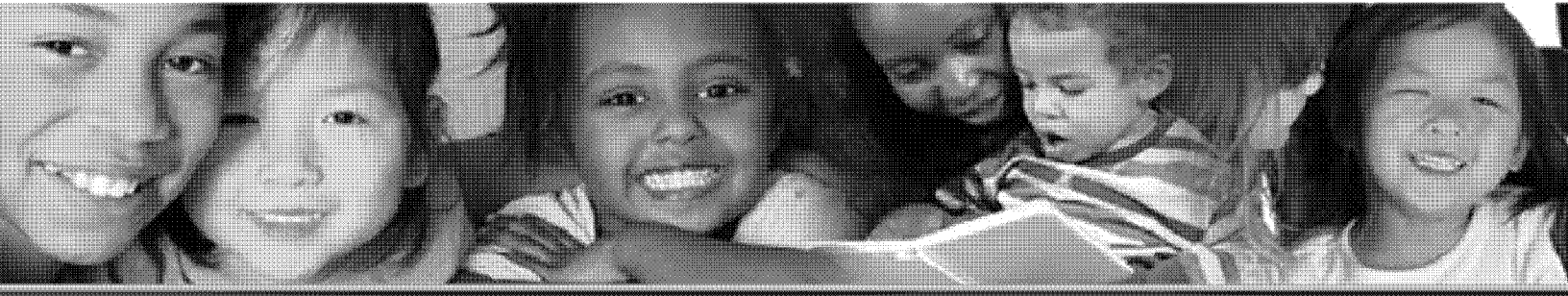
Growing Healthy Schools Week celebrates **school gardens** and **farm to school** programs throughout the District. During the week, school staff work with local non-profits, farms and chefs to coordinate inspiring activities aimed at engaging students in a conversation about seasonality, plant cultivation, and nutrition. The registration deadline is October 11 so get your classroom or school **registered** today!

NEW! Meal Pattern Training for Lunch and Breakfast hosted by The National Food Service Management Service Management Institute, October 30

School food authorities and vendors are invited to attend the Lunch and Breakfast Meal Pattern Training hosted by The National Food Service Management Institute on Wednesday, October 30 from 8:30 a.m. to 4:00 p.m. at OSSE, 810 First Street, NE, Third Floor Grand Hall Side A. This training provides an overview of the lunch and breakfast meal pattern and focuses on food-based menu planning required for the National School Lunch Program. Various group activities support each of the lesson topics. Note: This training **does not** discuss certification of compliance with meal requirements or the six (6) cents per lunch rule. Lesson topics include:

- New Meal Pattern
- Vegetable Subgroups
- Whole Grain-Rich Foods
- Meal Components and Menu Planning
- Calorie Range for Breakfast and Lunch Menus
- Dietary Specifications for Sodium, Saturated Fat, and Trans Fat
- Offer Versus Serve (OVS)

Please send your RSVP by email to **Noni Robinson**.



Office of Data Management & Assessment

NEW! OSSE's FTP Site Cleanup

Over the next few weeks, OSSE will begin the semi-annual process of cleaning and archiving files in LEA folders on OSSE's FTP site (**https://upload.dc.gov/ossedata/nclb**). Please make sure to download and save any files your LEA may need for future reference by Friday, October 25, 2013. Please note that while most files will be removed from LEA folders on the FTP site in this process, OSSE will preserve source files. If you have any questions or concerns about this process, please contact Imani Stutely (**Imani.stutely@dc.gov**) or Jessica Mellen Enos (**Jessica.enos@dc.gov**).

NEW! 2013 DC CAS IDEA Nonparticipant

OSSE is required to report federally the reasons students with disabilities did not participate/did not receive a valid score on the DC CAS. In the ongoing efforts to reduce burden, OSSE has posted a file in each applicable LEA's folder on OSSE's secure FTP site with a list of students with disabilities at that LEA considered nonparticipants/not receiving valid scores on the 2013 DC CAS. LEAs should check this file and notify OSSE if any of the information is incorrect. If the information is correct, the LEA does not need to take any action. LEAs should review this information and notify **Jessica Mellen Enos** of any discrepancies by **November 1, 2013**.

NEW! 2014 DC CAS Blueprint

The approved and finalized blueprint for the spring 2014 DC CAS for all tested grades and subjects has been posted to OSSE's website:**http://osse.dc.gov/service/dc-cas-planning-resources-and-guidelines**. If you have any questions, please contact **Jessica Mellen Enos**.

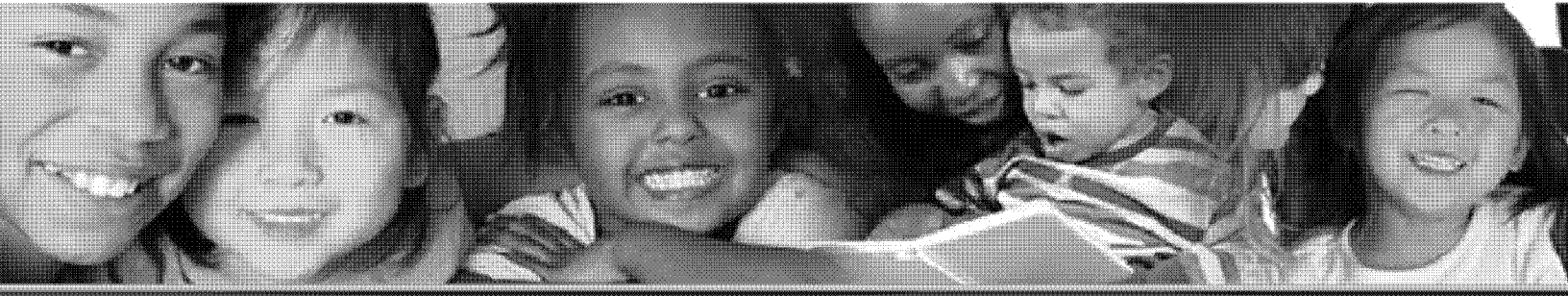
REMINDER! Discipline, Truancy & Immigrant Data Collection Begins Today

The annual discipline, truancy and immigrant collections for federal reporting are scheduled to begin today. OSSE will be collecting student-level data focusing on discipline incidents, attendance and immigrant status for SY2012-2013. For more information, please contact Emily Persons (**Emily.persons@dc.gov**) or Jessica Mellen Enos (**Jessica.enos@dc.gov**).

REMINDER! LEA Contact Information

OSSE is reaching out to LEAs to update OSSE's LEA Contact List for the 2013–14 school year. LEAs should provide the appropriate names, titles and contact information for the following contact types:

- Data Manager
- Finance/Grants Manager
- Special Education Data System Trainer
- Special Education Coordinator
- Head of School
- SEDS Team Leader
- SEDS Data Administrator
- Enrollment Auditor
- Homeless Liaison
- LEP Coordinator
- Assessment Specialist
- Information Technology Manager



Office of Data Management & Assessment (Continued)

• Teacher and Staff Data Coordinator

To facilitate this process, OSSE has created an online form (https://docs.google.com/a/dc.gov/forms/d/1ux6OFrRGSLwgXc1SkqVuLe3aqO2yEygCTRjyyh8XusY/viewform) for LEAs to use when submitting contact information. LEAs may input new information all at once, or revisit the form to add additional information at any point during this process. For assistance with this process or the form, please contact **Jessica Mellen Enos .**

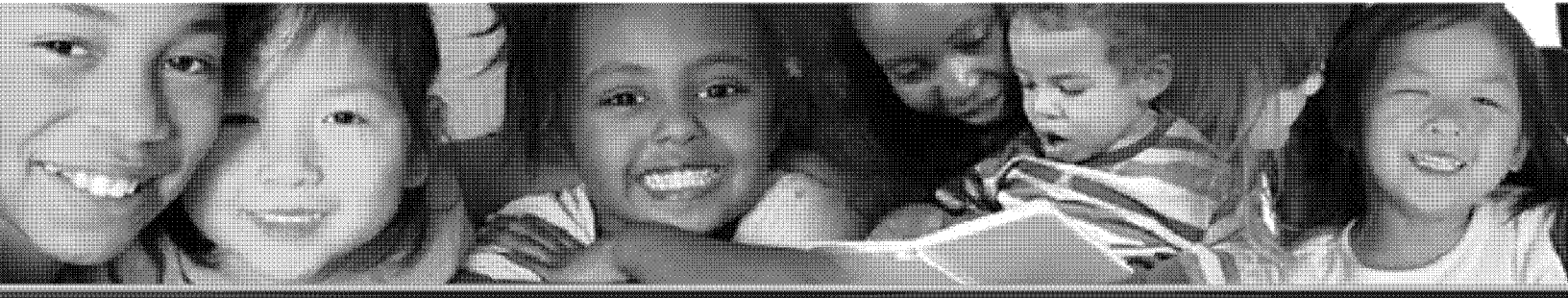
REMINDER! English Language Learner (ELL) Identification Guidance
OSSE is providing resources for LEAs on the identification of ELL students at the following link: **http://osse.dc.gov/service/access-ells** . For assistance with ELL Identification, please contact Michelle Blakey-Tuggle (**Michelle.blakey-tuggle@dc.gov**).

REMINDER! 2013-2014 DC CAS Alt Registration
The District of Columbia Comprehensive Assessment System Alternate (DC CAS Alt) is a portfolio assessment given to students with the most significant cognitive disabilities and who are unable to participate in the general assessment (DC CAS) even with accommodations and/or modifications. Potential DC CAS Alt students must be registered by **Friday, October 18, 2013**.

For additional information, please contact **Michelle Blakey-Tuggle** or visit **http://osse.dc.gov/service/dc-cas-alt-participation-criteria-and-forms**.

REMINDER! New LEA Support Model for 2013-2014
As previously announced, OSSE is transitioning to a new LEA support framework—the LEA Inquiry Team Model. This model is designed to provide LEAs with a "one-stop shop" for receiving support tailored to meet their needs. The Office of Data Management and the Division of Specialized Education are launching the model, which is intended to expand as other divisions join the effort. In this model, staff from different practice areas will support an assigned group of LEAs. These teams are supported by a primary point of contact (POC), who, in consultation with a secondary POC, will route both data and practice/policy questions to pre-designated resources assigned to support specific LEAs via LEA "Inquiry Teams." This process is designed to ensure that LEAs receive timely and robust answers to their questions. The second function of the model is to proactively review data for LEAs to design targeted assistance that supports performance improvement.

LEAs should use the new OSSE Support Tool, released on August 16, 2013, for all inquiries. While many LEA special education representatives have already received training on the use of this tool, OSSE will be providing additional guidance to other LEA personnel. Each LEA will be contacted by its designated POCs to provide further details regarding the model and will also be available to answer any questions LEAs may have at that time. The Office of Data Management and Division of Specialized Education look forward to collaborating with LEAs to fine tune this new approach, which is intended to provide high quality support designed to meet LEA needs. If you have any questions, please do not hesitate to contact Jeffrey Noel, Director of Data Management by email at **Jeffrey.Noel@dc.gov** , or Amy Maisterra, Assistant Superintendent, Division of Specialized Education, by email at **Amy.Maisterra@dc.gov**.
For access TO THE OSSE SERVICE TOOL, please send your request by email to **Katie Williams**.



Office of Data Management & Assessment (Continued)

REMINDER! English Language Learner (ELL) Identification Guidance
OSSE will be providing a webinar and resources for LEAs on the identification of ELL students within the coming weeks. If you are interested in attending the webinar or receiving these resources when they become available, please email **Michelle Blakey-Tuggle** or **Jessica Mellen Enos**.

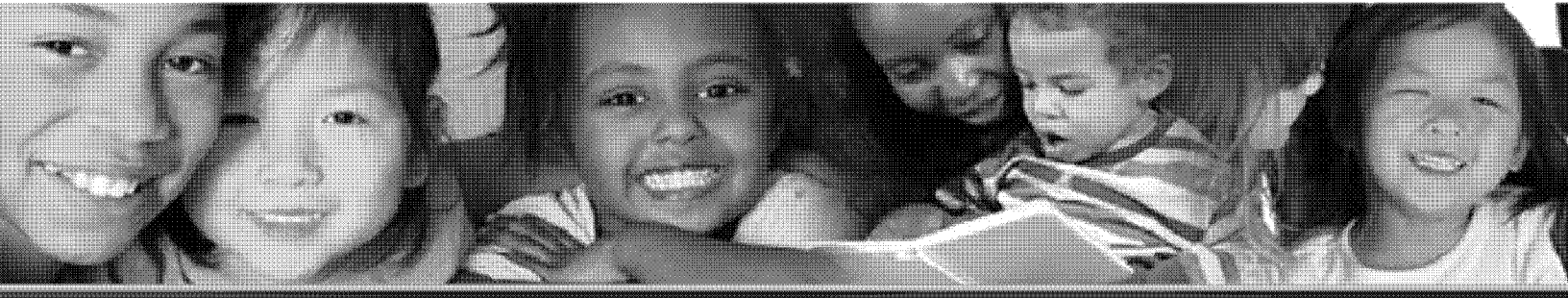
REMINDER! Phase II: Staff Data Collection
Phase II of the annual staff data collection for federal reporting is underway, focusing on evaluation and retention. Please note that the process has been modified from previous years to include additional requirements, and will involve Pre-K-12 staff and Early Childhood Providers who are funded via the UPSFF. For more information, please contact **Jessica Mellen Enos**.

REMINDER! PARCC Technology Guidelines for Online Assessments
The Partnership for Assessment of Readiness for College and Careers (PARCC) has released technology guidelines for the online assessments for the 2014-2015 school year. Please click **here** to access PARCC's latest technology recommendations and resources. For questions related to the guidelines, please call the OSSE Help Desk at (202) 719-6500 and select option 3. OSSE will continue to provide guidance on preparing for PARCC assessments in upcoming editions of the *LEA Look-Forward*.

REMINDER! Amended AMAO Targets for the District of Columbia
OSSE submitted a request to the U.S. Department of Education (ED) to amend the Title III portion of the State's Consolidated State Application under section 9302 of the Elementary and Secondary Education Act of 1965, as amended (ESEA). Under Title III, states are required to use three Annual Measurable Achievement Objectives (AMAOs) to make annual determinations for all public and charter LEAs that receive Title III funds. The OSSE proposed AMAO 1 targets did not meet the accountability requirements for SEAs under Title III.
Based on technical assistance from ED, the District of Columbia AMAO targets were revised to reflect an annual increase in all AMAO targets. The 2013 targets for AMAO 1 Progress and AMAO 2 Attainment will be based on the results of the spring 2013 administration of ACCESS for ELLs®. AMAO 3 (AMO) outcomes are determined by DC CAS.

Cohorts K-12: LEP students in grades K-12

ENGLISH LANGUAGE PROFICIENCY TARGETS	PERCENT OR NUMBER OF LEP STUDENTS MAKING PROGRESS IN ACQUIRING ENGLISH LANGUAGE PROFICIENCY	PERCENT OR NUMBER OF LEP STUDENTS ATTAINING ENGLISH LANGUAGE PROFICIENCY
2012-2013 School Year	61%	16%
2013-2014 School Year	62%	17%
2014-2015 School Year	63%	18%
2015-2016 School Year	64%	19%
2016-2017 School Year	65%	20%



Office of Data Management & Assessment (Continued)

FINAL NOTICE! 2013-14 Assessment Working Group

OSSE is reconstituting the Assessment Stakeholder Working Group for LEAs to provide input on assessment policy, the transition to next generation assessments, and to ensure transparency and LEA representation in assessment decisions and next steps. The group will meet approximately once each month, sometimes in person and sometimes via phone/web conference. Participants will be expected to attend meetings, provide meaningful feedback and guidance, consider multiple perspectives, and communicate the work of the group to the broader DC education community. If you are interested in being a participant in this group or have any questions, please contact **Jessica Mellen Enos** or call, (202) 535-2651 by 5pm, **October 11, 2013**.

Office of Grants Management and Compliance

NEW! Helping Prevent Federal Grant Funds from Lapsing

OSSE wants to help you prevent federal grant funds from lapsing at the end of the fiscal year (9.30.2013). Failure to spend enough of these lapsing funds may put future funding at risk. OSSE is dedicated to working with you to discuss and outline strategies for avoiding the lapsing of these funds and ensuring that your students receive the full range of benefits available to them. Don't hesitate to reach out to OSSE for support. For more information, please contact **Walter Lundy**.

REMINDER! DC OSSE Consolidated List of Federal Grant Programs Impacted by Sequestration

Please visit the **OSSE website** for information pertaining to the 2013-2014 allocations for LEAs in Washington, DC. To learn more about the impact of sequestration regarding federal grants, click **here**. If you have any questions or concerns, please contact **Cedric Thompson**.

Please visit **http://www.bruman.com/index.php/sequestration-resources/** to access additional guidance on sequestration.

REMINDER! FY 2013 Federal Grant Closeout Deadline (Deadline Strictly Enforced)

DEADLINE	ACTION
Friday, November 15	Last day to submit reimbursement workbooks

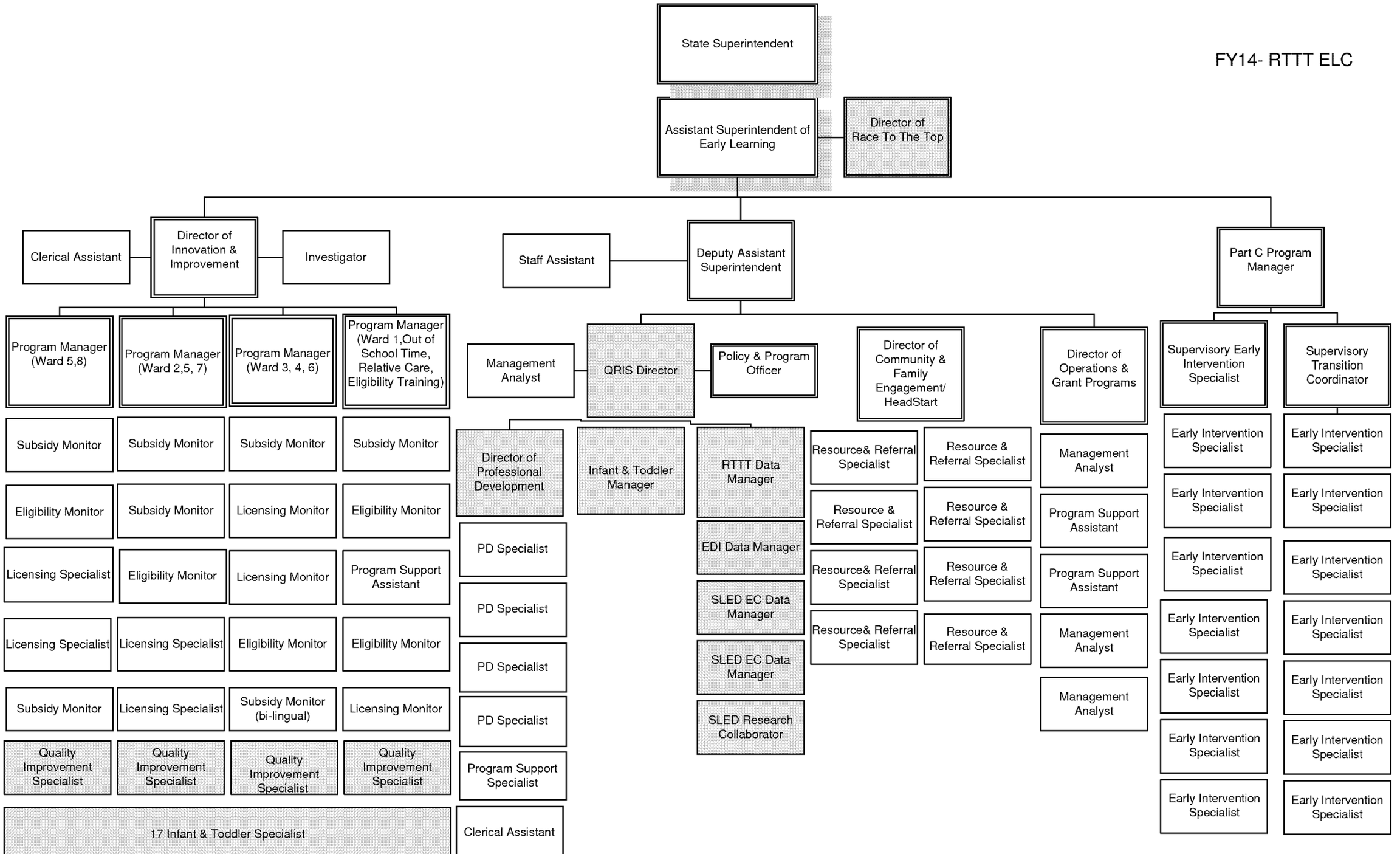
OSSE Chief Information Office (CIO)

UPDATE! FY 14 Schools Technology Fund

Pursuant to the Fiscal Year 2014 Budget Request Act of 2013, OSSE is disbursing the **Schools Technology Fund** to Local Education Agencies (LEAs) for use in the improvement of technology in the District's public schools. The fund disbursement is based on the 2012 Audited Enrollment Numbers and the award period is from **October 1, 2013 through September 30, 2014**. Additionally these funds will support the Federal Department of Education's move to online standardized testing. For more information about online test requirements, please visit the **PARCC** website.

The government shutdown has however halted the disbursement process. LEAs and all relevant groups have been notified. Please look-out for further updates in the coming weeks.

FY14- RTTT ELC



Attachment 114: OSSE Organizational Chart with RTT Positions

Early Learning Standards Alignment Document

District of Columbia Public Schools

9/17/2009

District of Columbia Public Schools

Early Learning Standards Alignment Document

The following document is designed to help clarify the alignment between the Early Learning Standards for Children Entering Kindergarten in the District of Columbia (DCELS), and two related sets of learning standards; the DCPS Learning Standards and the Head Start Child Outcomes Framework. The DCELS should serve as the guide for planning and practice for all early childhood teachers in the District of Columbia Public Schools (pre-kindergarten and Head Start). The design of this document also highlights the relationship between the DCELS and the District of Columbia Public Schools Kindergarten Standards, to help teachers contextualize the expectations for children's learning along a pre-kindergarten to kindergarten continuum.

The Early Learning Standards for Children Entering Kindergarten in the District of Columbia define what children should know and be able to do when they enter kindergarten. The Standards apply to all settings whether children are being cared for in a community-based early care and education program, family child care, public or private pre-kindergarten, or Head Start program. They apply to all children—English language learners, children with disabilities, and children who are developing typically, recognizing that children may meet the Standards at different times and in different ways. The primary purpose of the DCELS is to ensure that children in the District of Columbia have the kinds of rich and robust early experiences that prepare them for success in school and for lifelong learning. To achieve this goal, the Standards should be used as follows:

- A resource for guiding the selection and implementation of the curriculum
- A focus for discussion by families, community members, and legislators around the education of young children
- A guide for selecting assessment tools appropriate for children from a variety of backgrounds with differing abilities
- A guide for planning experiences and instruction that enable children to make progress in meeting the standards
- A framework for planning professional development opportunities

The DCELS address the following eight domains: Approaches to Learning, Social and Emotional Development, Language and Literacy, Mathematics, Science, Social Studies, Creative Arts, and Physical Development, Health, and Safety. These domains were chosen because they closely match the ones included in the Head Start Child Outcome Framework, and they are commonly recognized in early childhood literature and research as areas of development that are important for children's success (Early Learning Standards for Children Entering Kindergarten in the District of Columbia, July 2006).

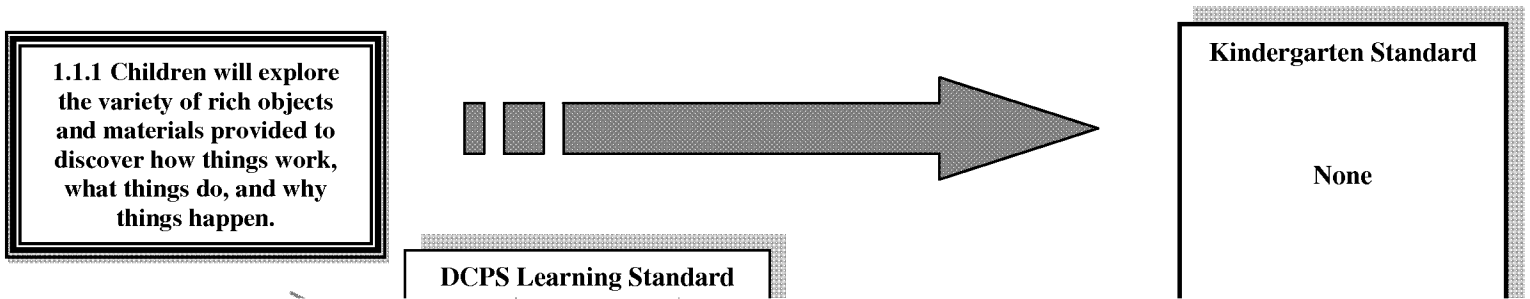
These standards should serve as a guide for educators who teach three and four-year-old children, with the understanding that the DCELS reflect the expectations for children entering kindergarten. As learning happens on a continuum, teachers of three-year-old children should use these indicators to inform planning and practice, with the understanding that children are expected to meet the standard upon entrance to kindergarten. In using this document, teachers should also reflect on how to deliver standards in developmentally appropriate ways, by integrating learning across domains, and planning curriculum using children's experiences and prior knowledge.

When standards/indicators were a perfect match, we noted "Identical to DCELS." At the end of each section, an endnote indicates the standards from each domain that did not align or complement any of the DCELS.

Early Learning Standards
Domain 1: Approaches to Learning[i]

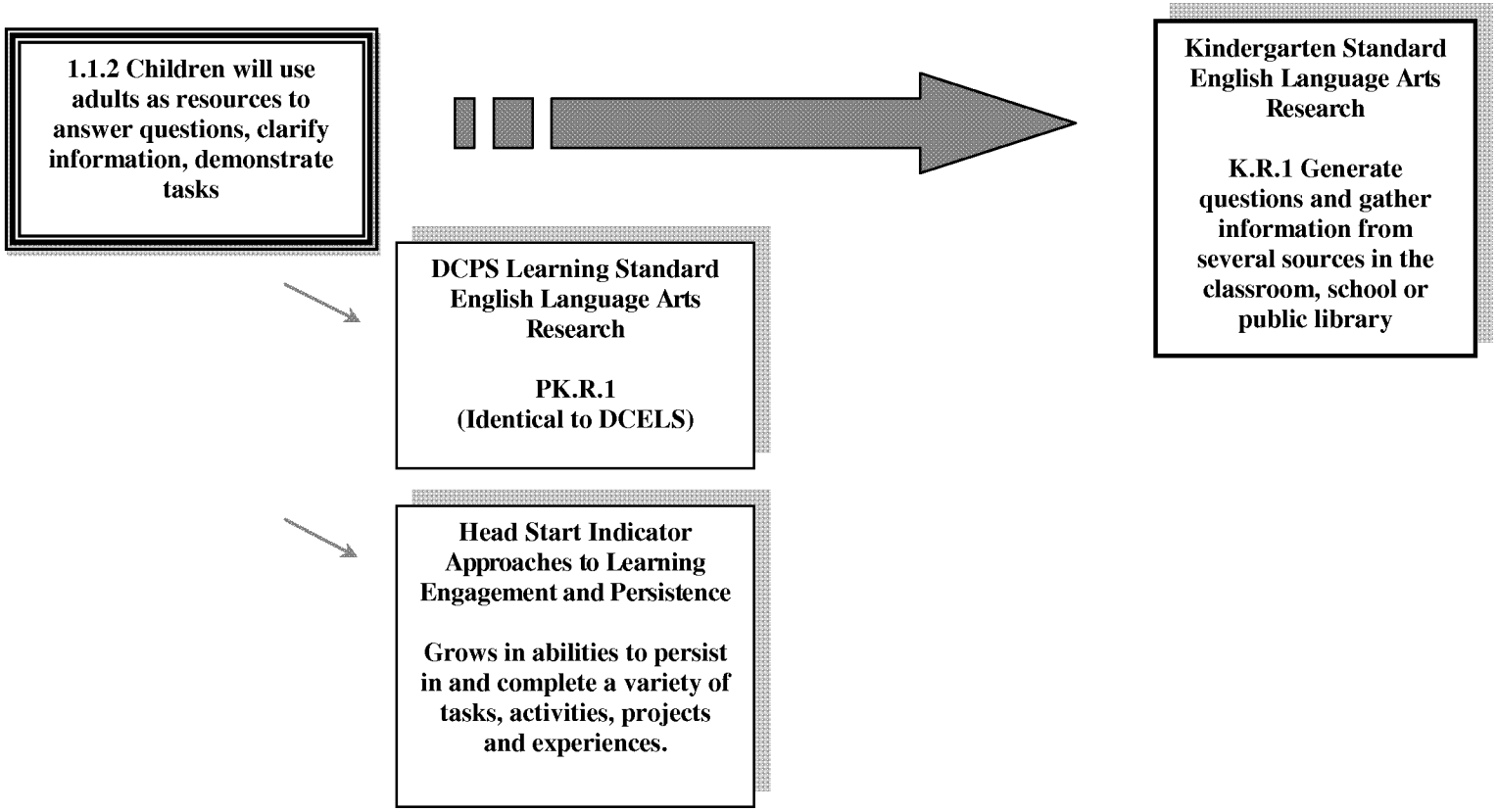
How children approach learning influences their feelings about school and the likelihood that they will be successful in managing school-related tasks. The skills and attitudes exhibited by successful, life-long learners cannot be taught but can be nurtured in young children. They include curiosity, the ability to engage in and complete tasks, flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence.

1.1 Children demonstrate curiosity and willingness to learn



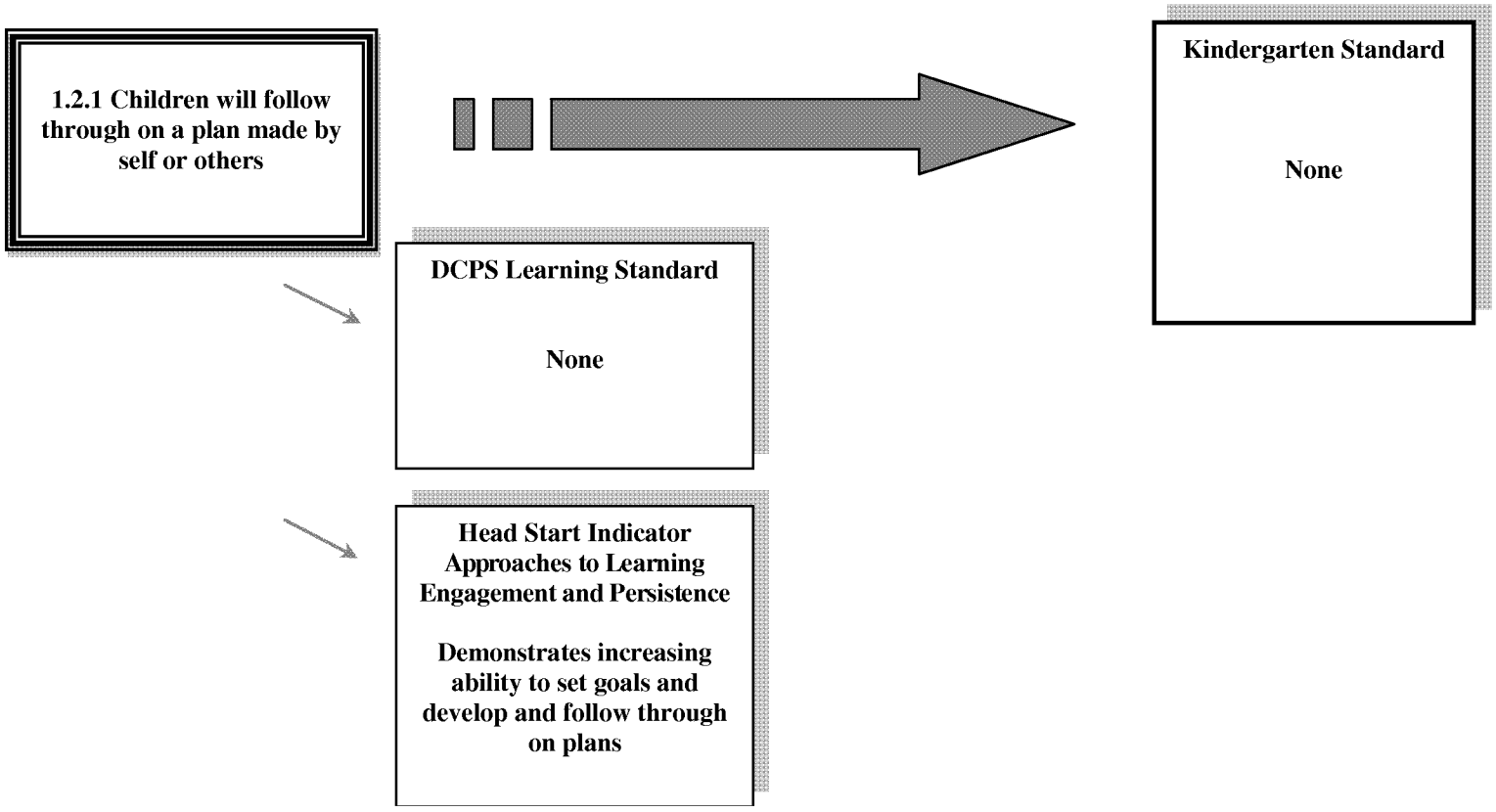
Early Learning Standards
Domain 1: Approaches to Learning

1.1 Children demonstrate curiosity and willingness to learn



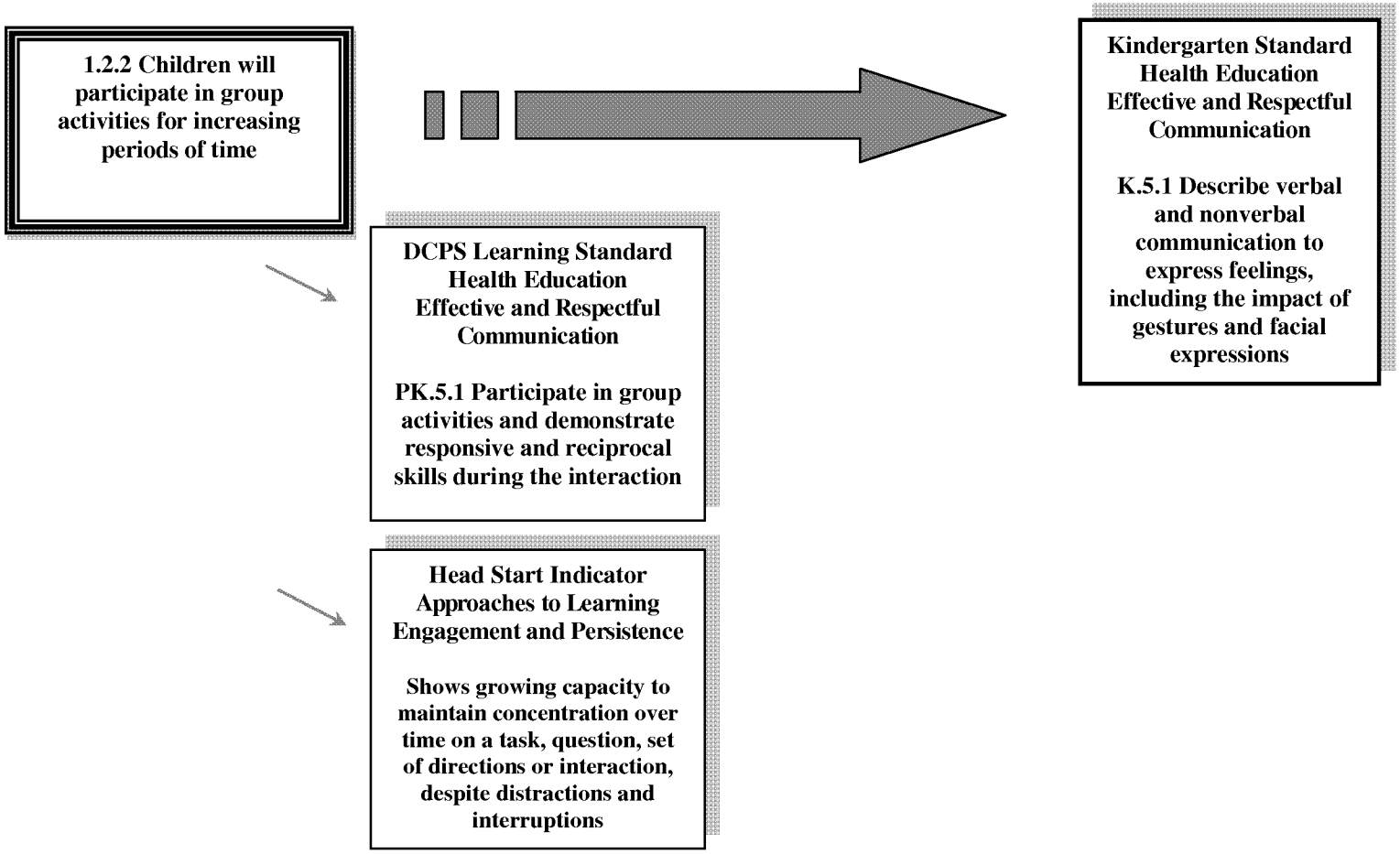
Early Learning Standards
Domain 1: Approaches to Learning

1.2 Children engage in and complete tasks



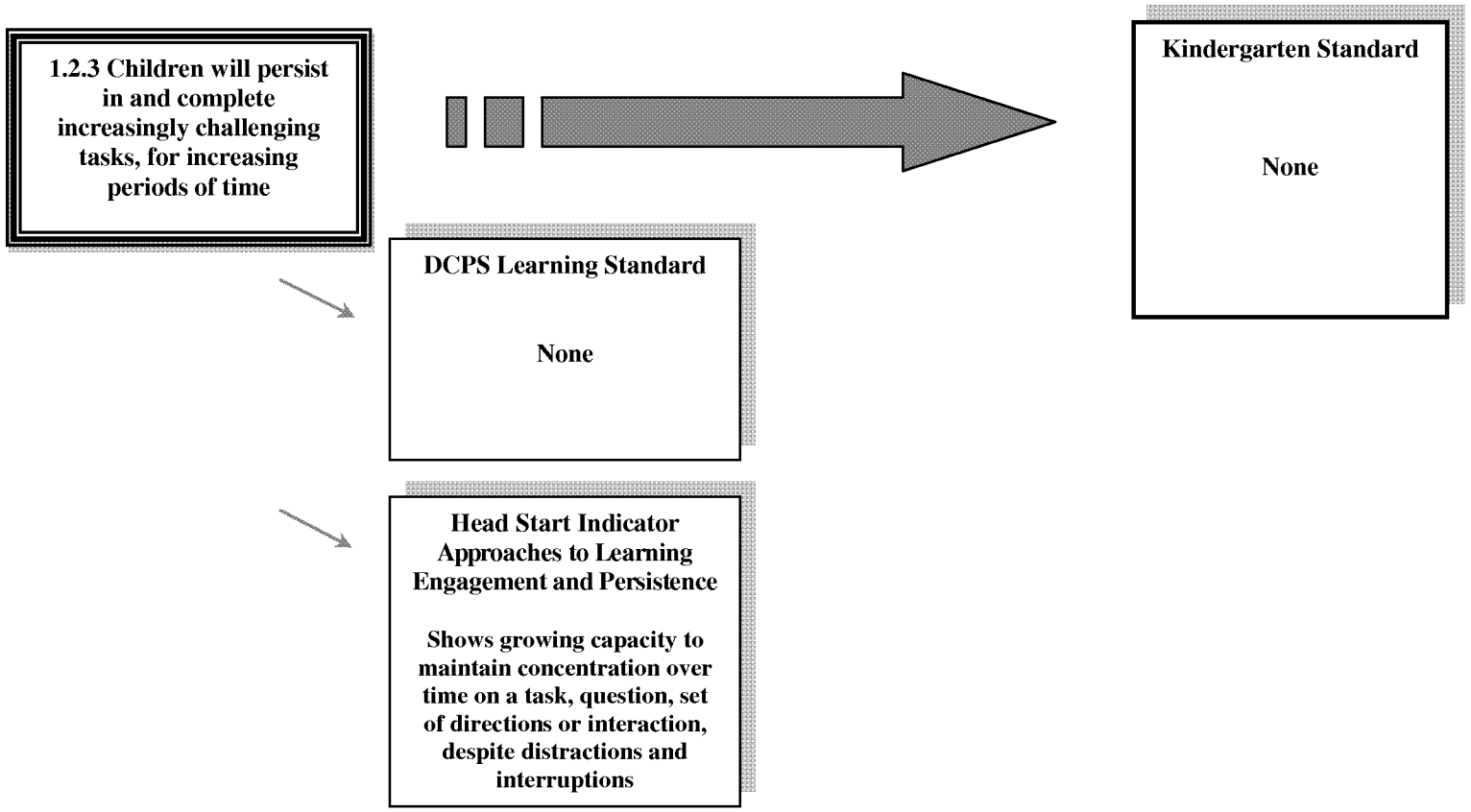
Early Learning Standards
Domain 1: Approaches to Learning

1.2 Children engage in and complete tasks



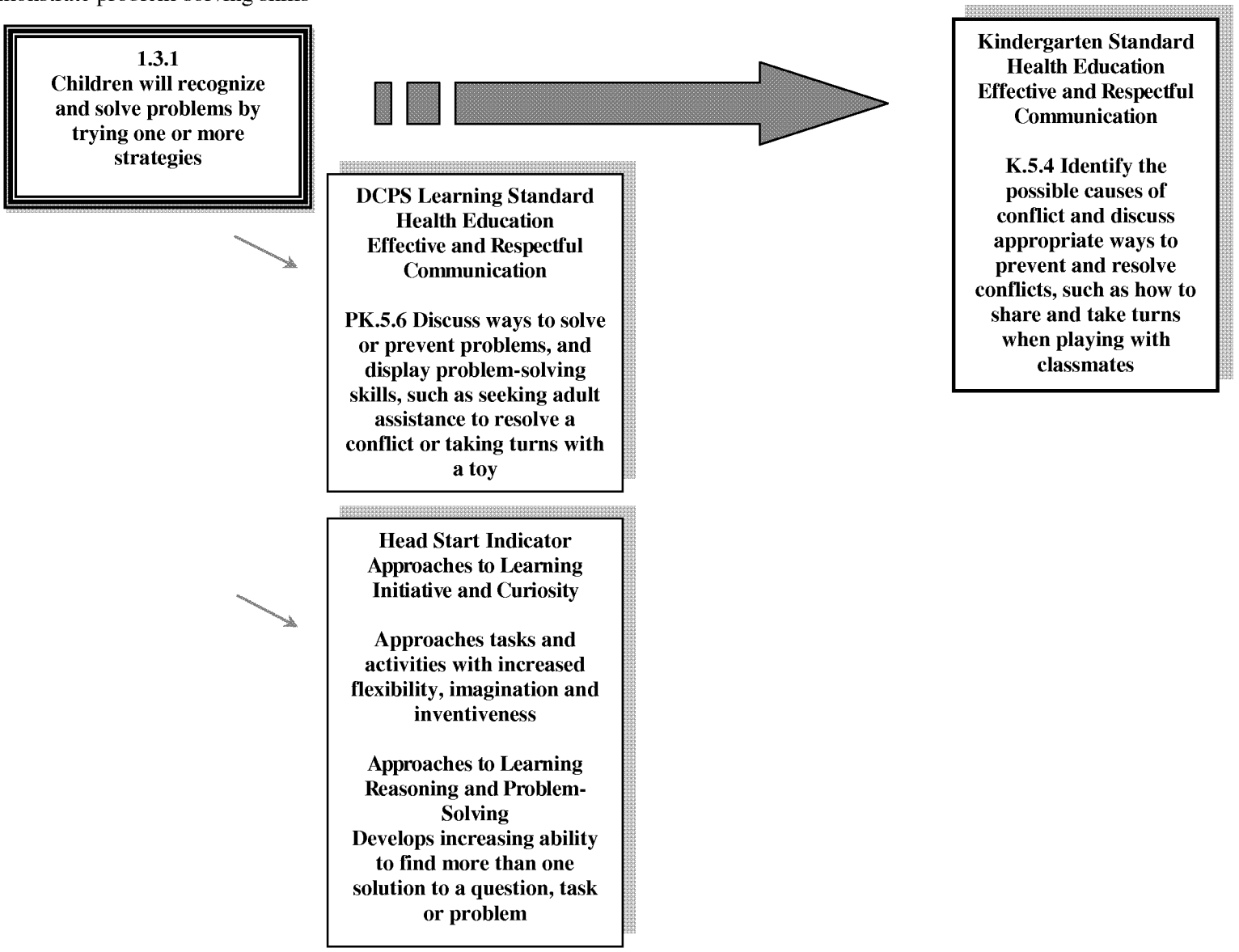
Early Learning Standards
Domain 1: Approaches to Learning

1.2 Children engage in and complete tasks



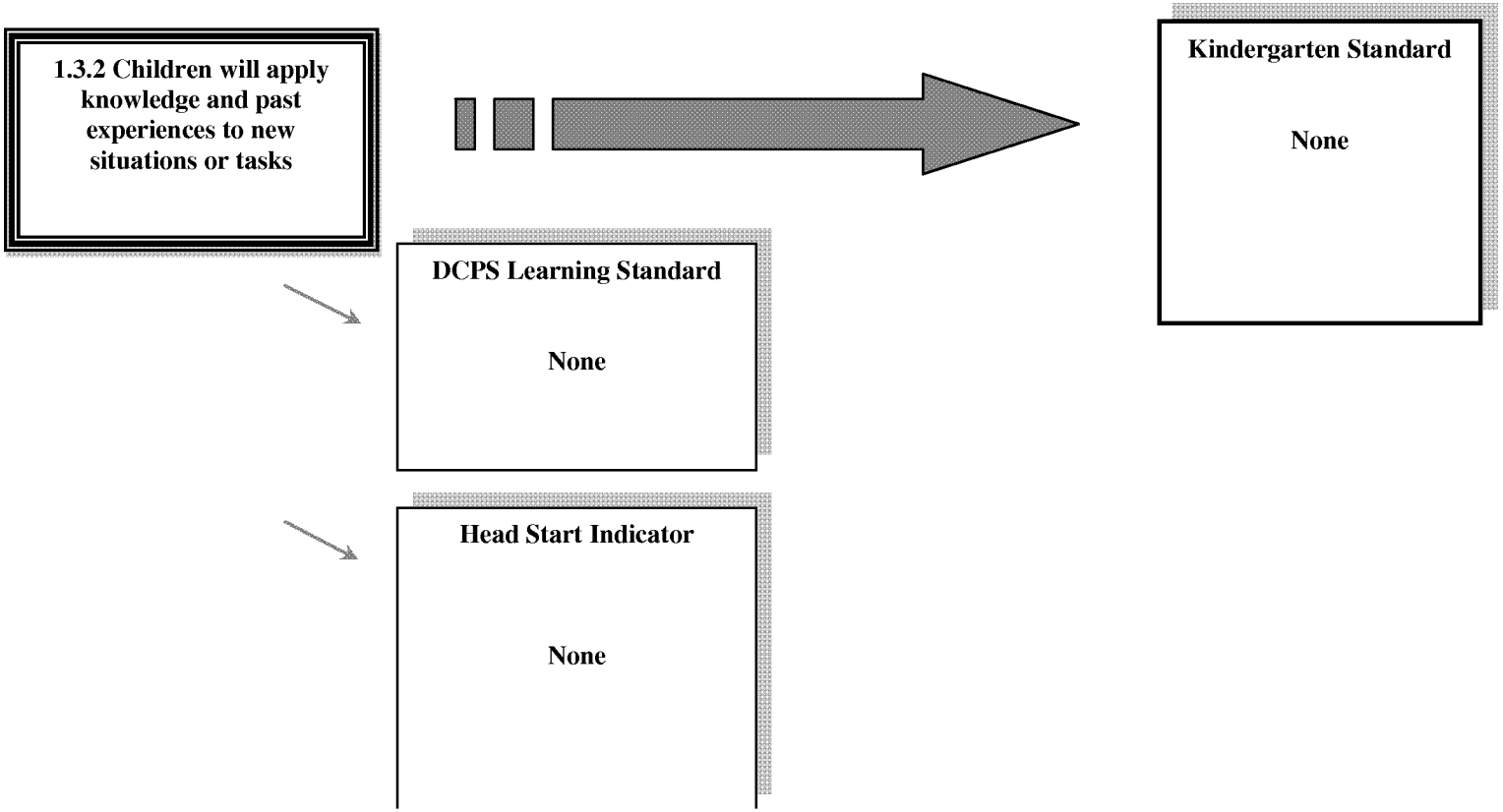
Early Learning Standards
Domain 1: Approaches to Learning

1.3 Children demonstrate problem-solving skills



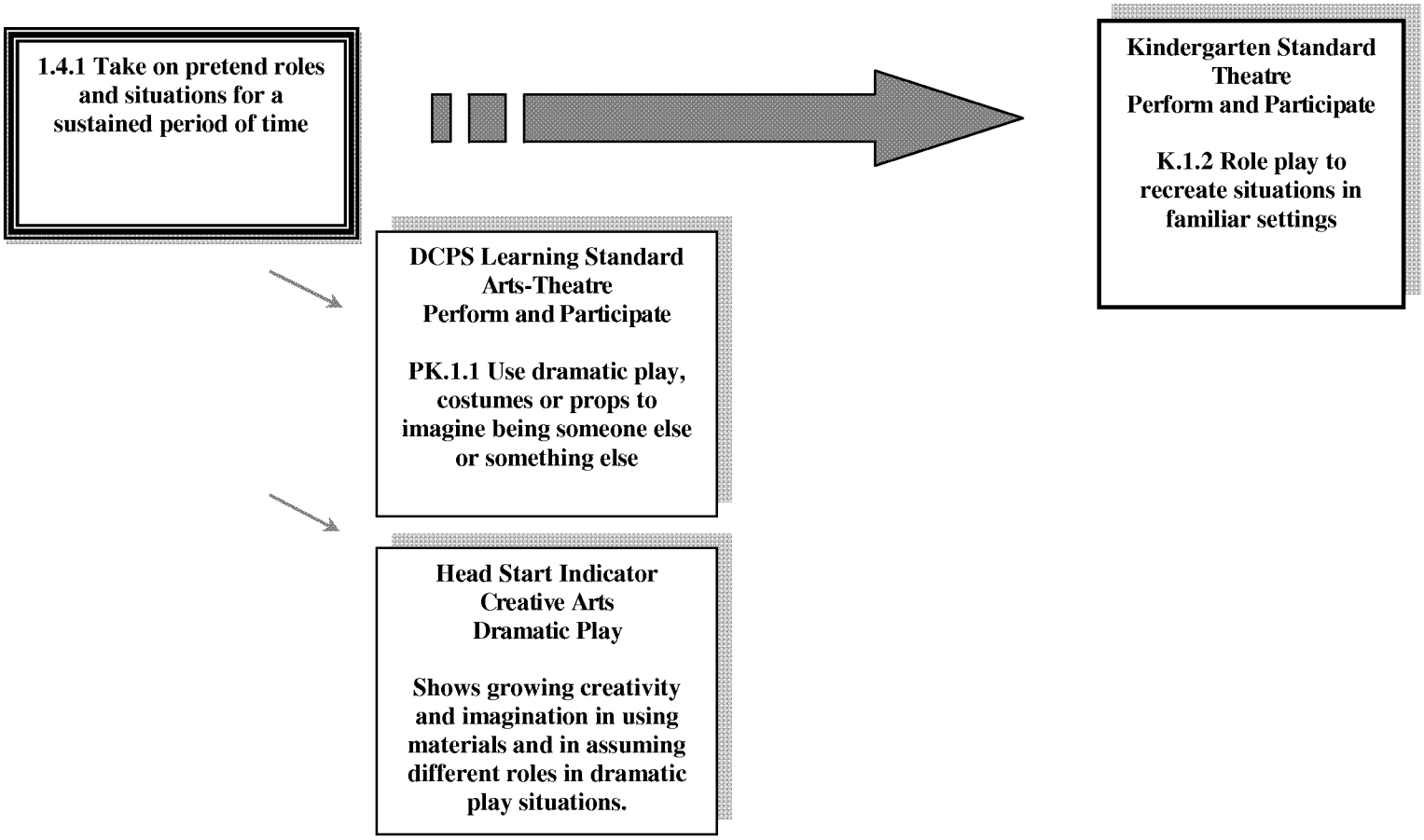
Early Learning Standards
Domain 1: Approaches to Learning

1.3 Children demonstrate problem solving skills



Early Learning Standards
Domain 1: Approaches to Learning

1.4 Children engage in purposeful play



Early Learning Standards
Domain 1: Approaches to Learning

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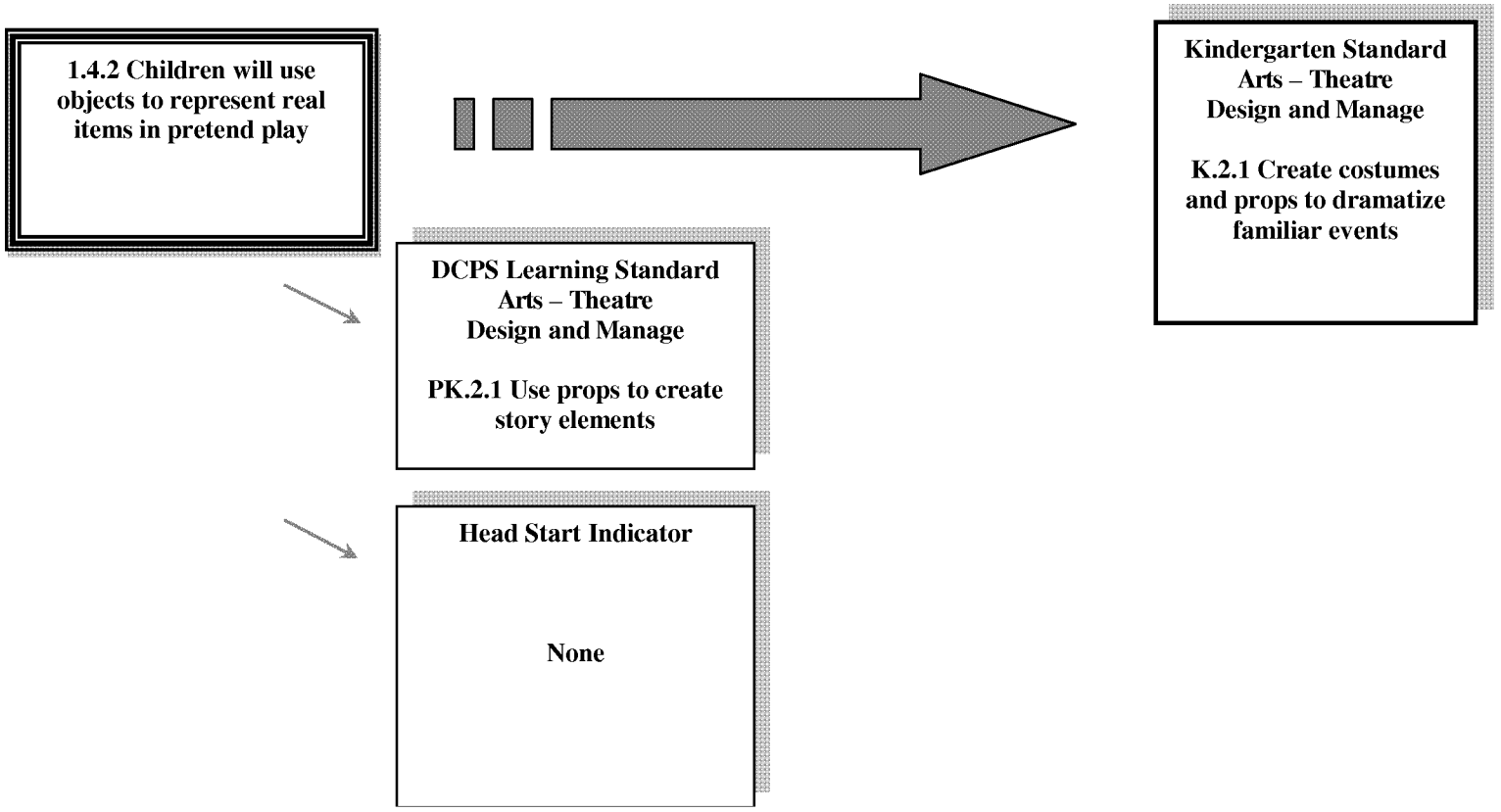

Early Learning Standards
Domain 1: Approaches to Learning

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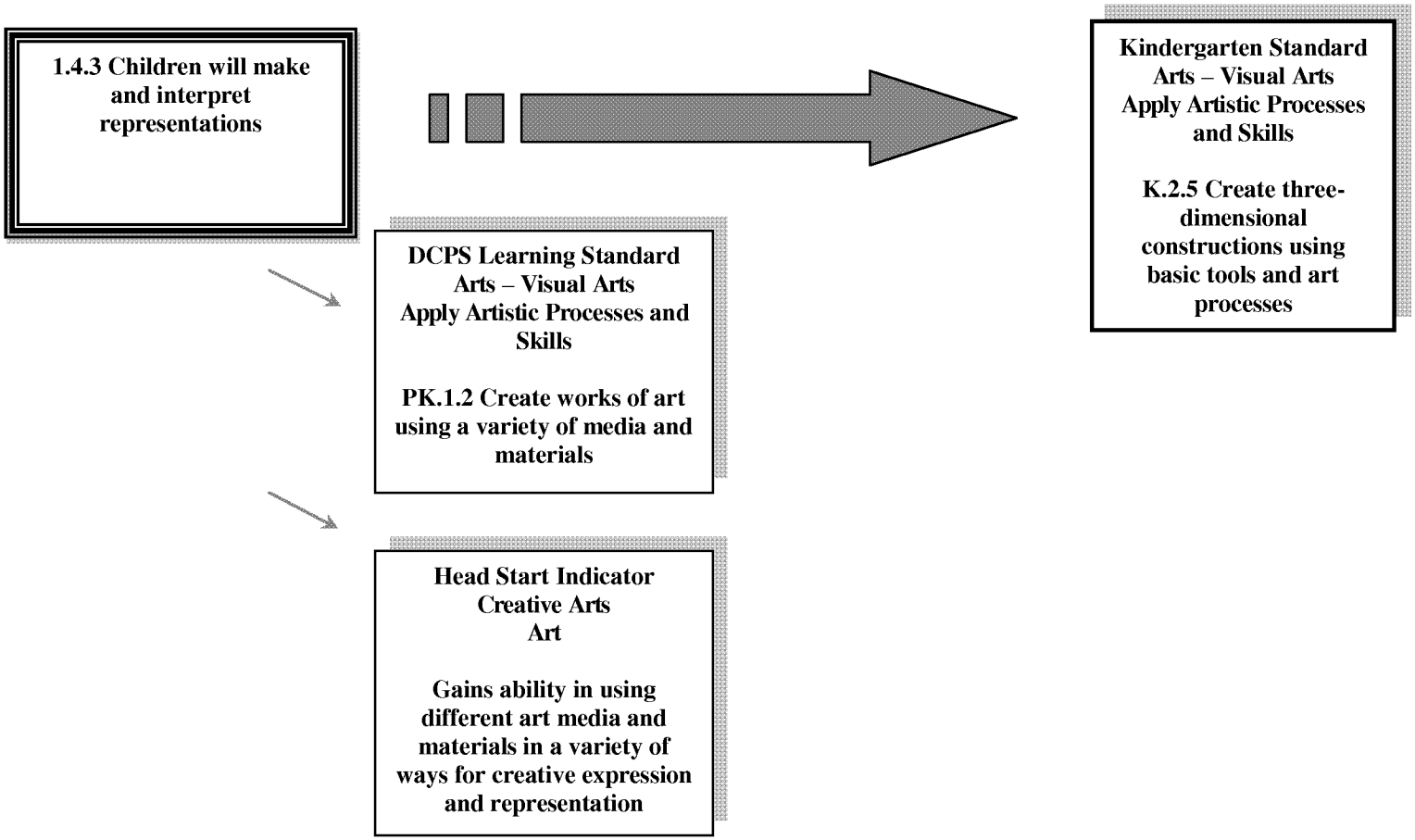
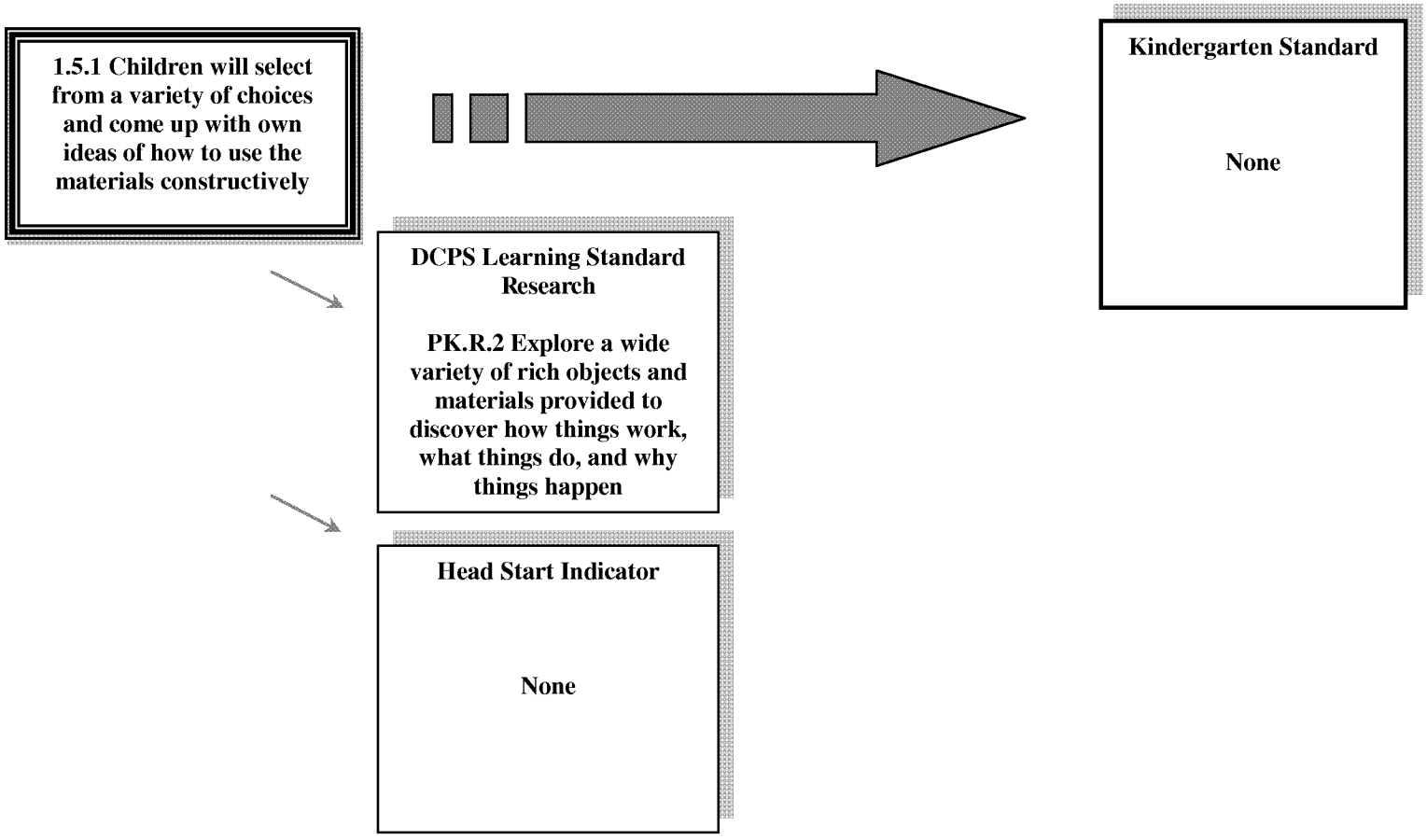


Early Learning Standards
Domain 1: Approaches to Learning

1.5 Children demonstrate self-direction and independence



Early Learning Standards
Domain 1: Approaches to Learning

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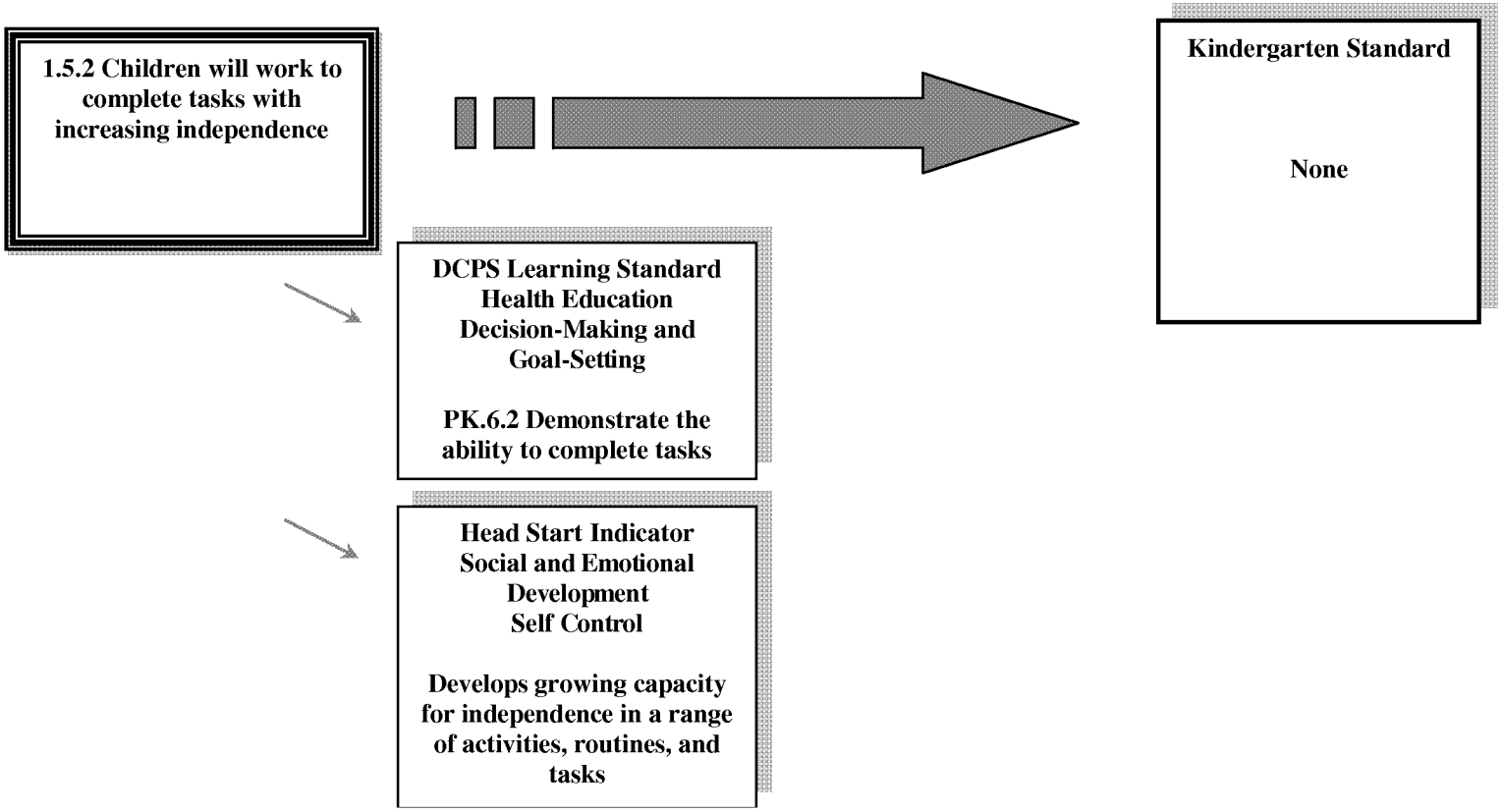
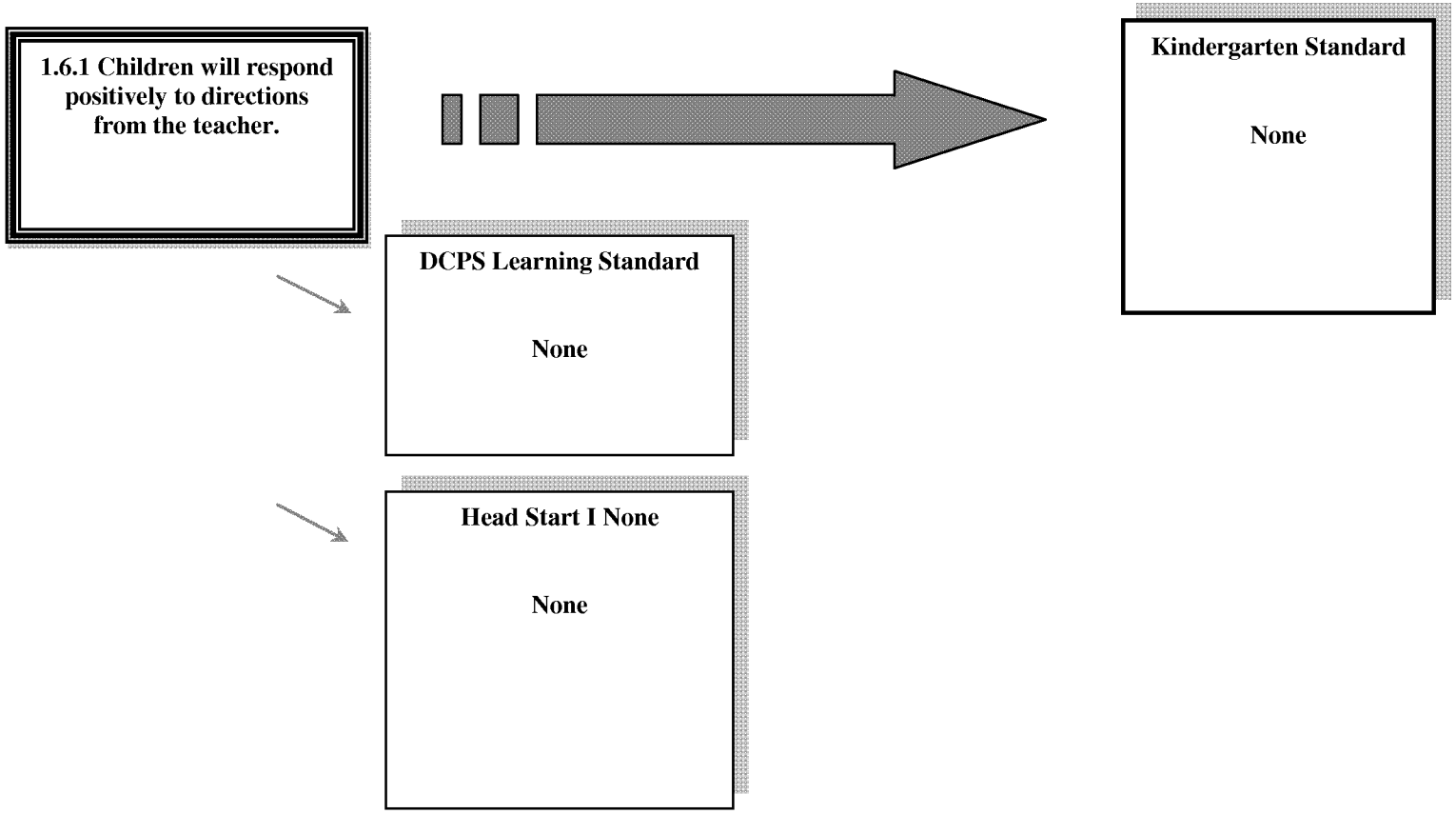


Early Learning Standards
Domain 1: Approaches to Learning

1.6 Children will follow direction and demonstrate independence



Early Learning Standards
Domain 1: Approaches to Learning

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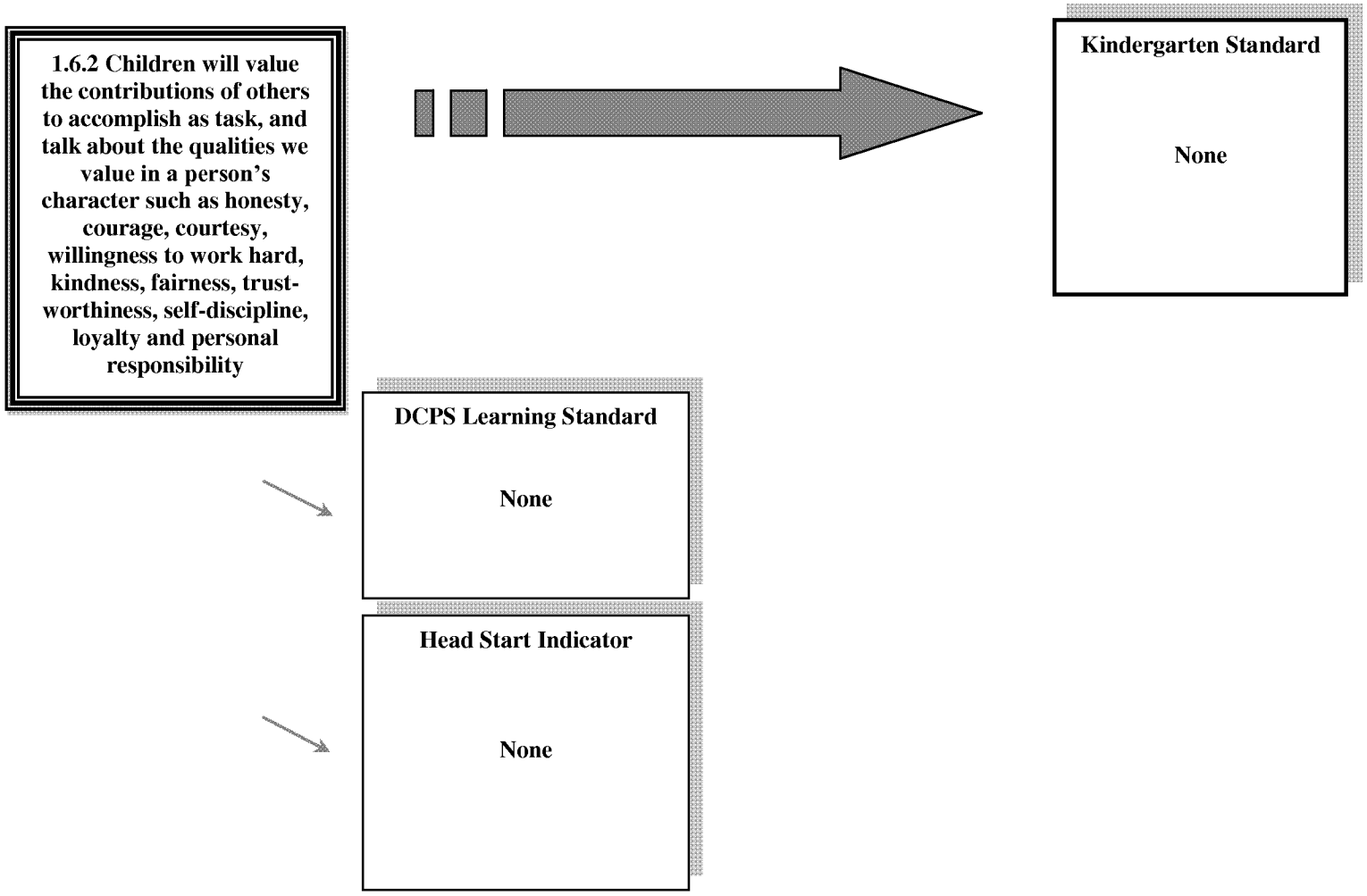
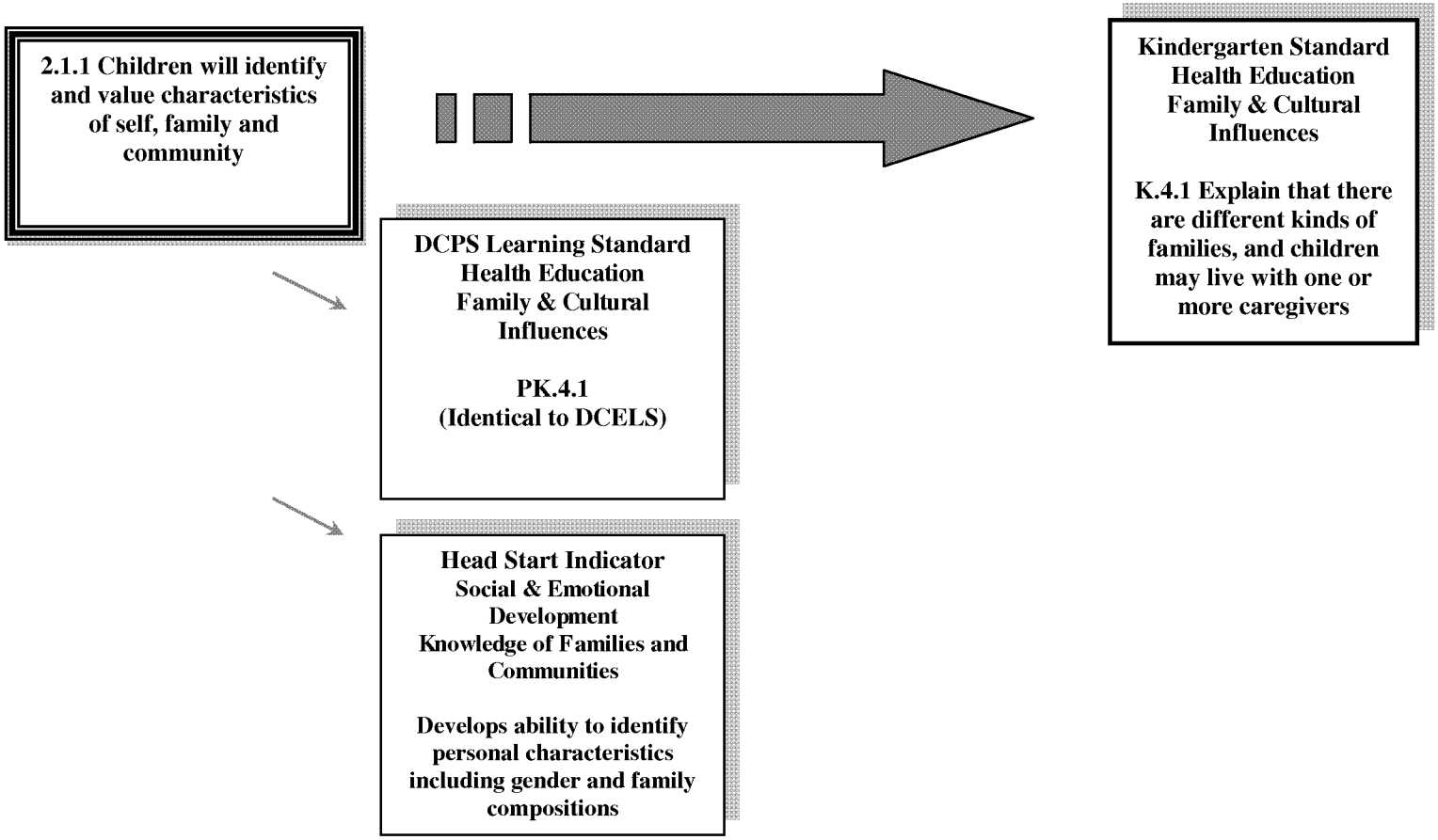


Early Learning Standards
Domain 2: Social and Emotional Development[ii]

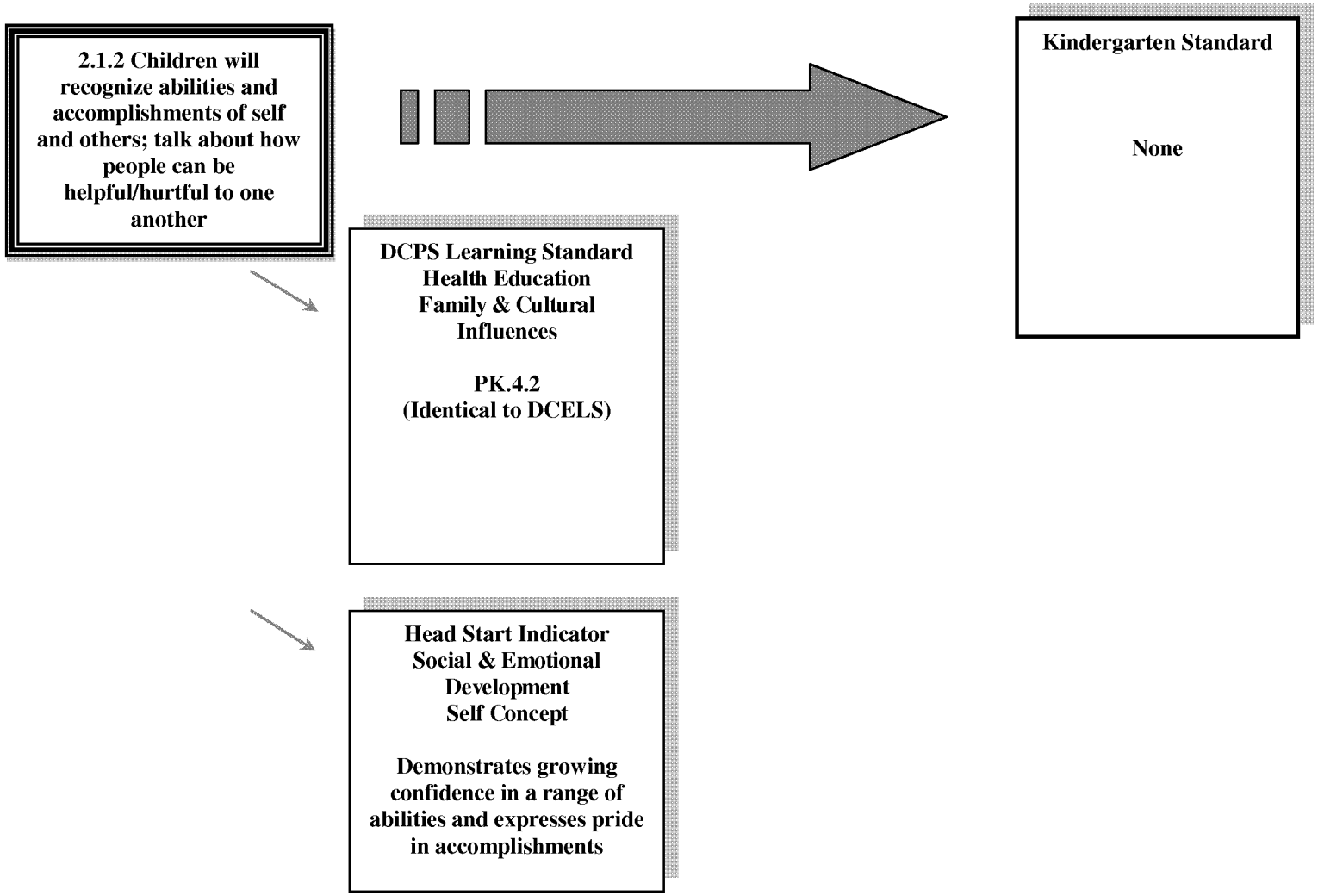
During the preschool years, social and emotional development is about socialization – the process by which children learn values and behaviors accepted by society. It is also about becoming a confident and competent person who has a sense of self and can take responsibility for self and others. Children who develop the skills to make and keep a friend, to cooperate with others, and participate in group life are more likely to adjust to and be successful in school.

2.1 Children demonstrate a strong, positive self-concept



Early Learning Standards
Domain 2: Social and Emotional Development

2.1 Children demonstrate a strong, positive self-concept



Early Learning Standards
Domain 2: Social and Emotional Development

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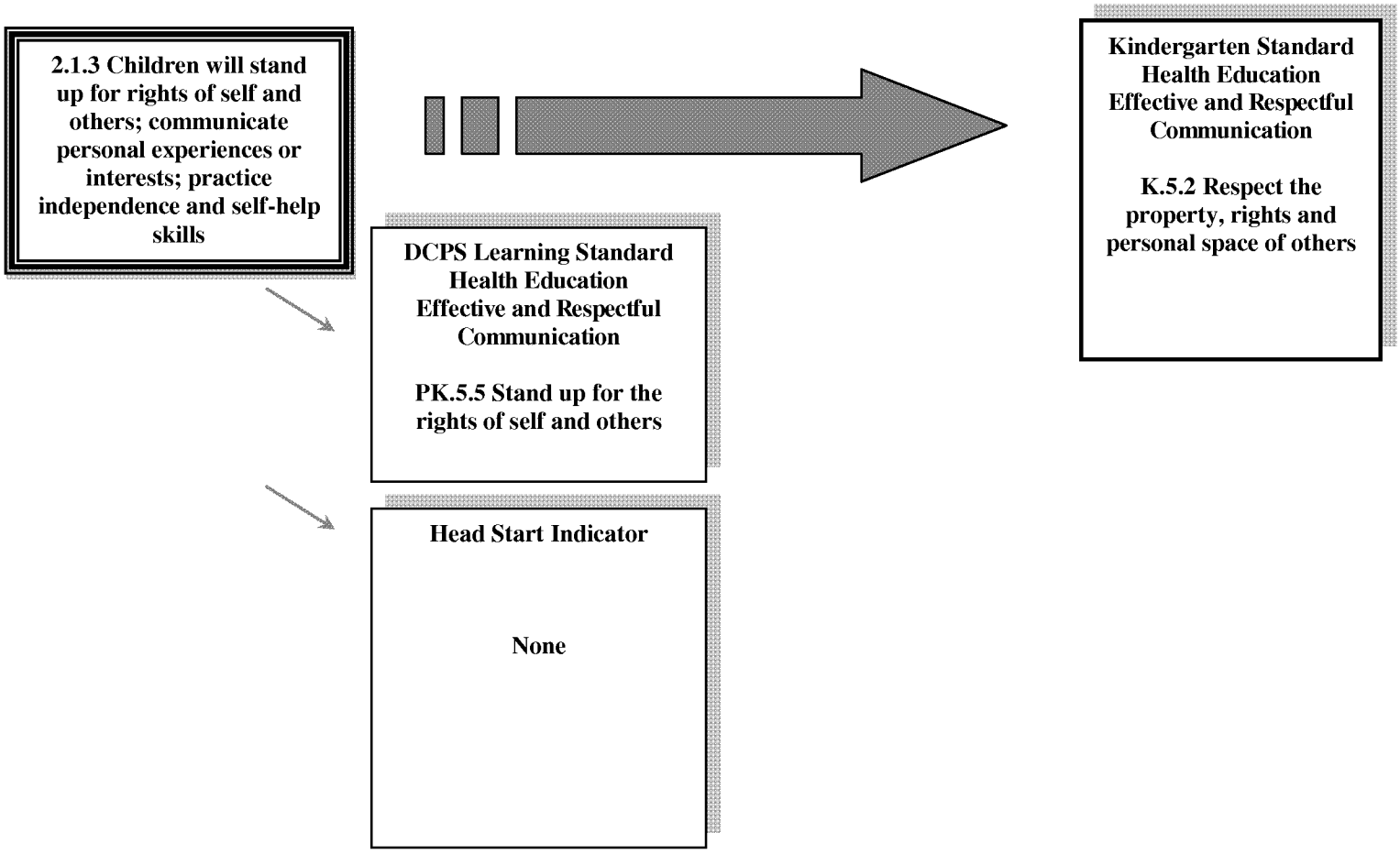
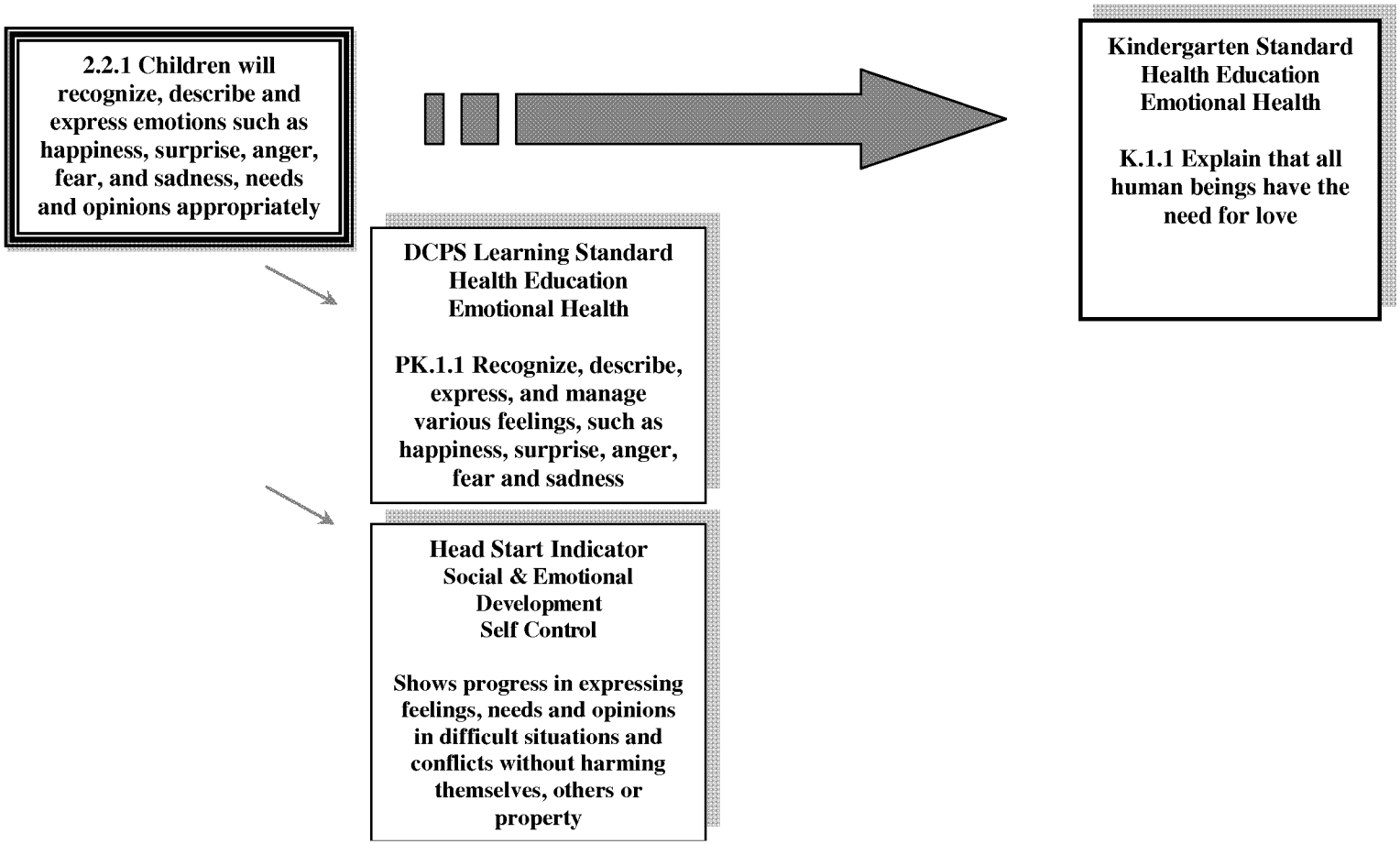


Early Learning Standards
Domain 2: Social and Emotional Development

2.2 Children develop increasing capacity for self-control



Early Learning Standards
Domain 2: Social and Emotional Development

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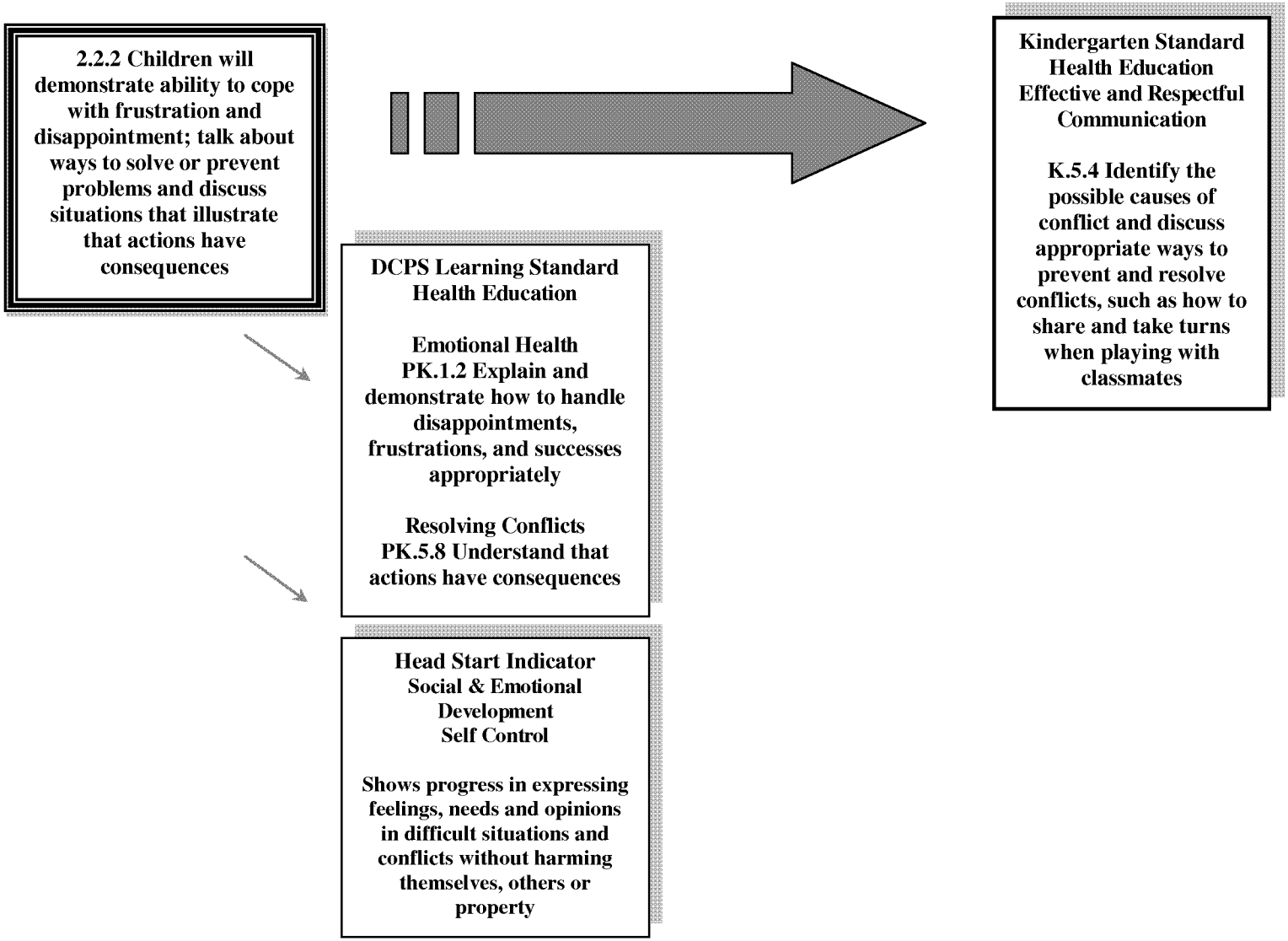

Early Learning Standards
Domain 2: Social and Emotional Development

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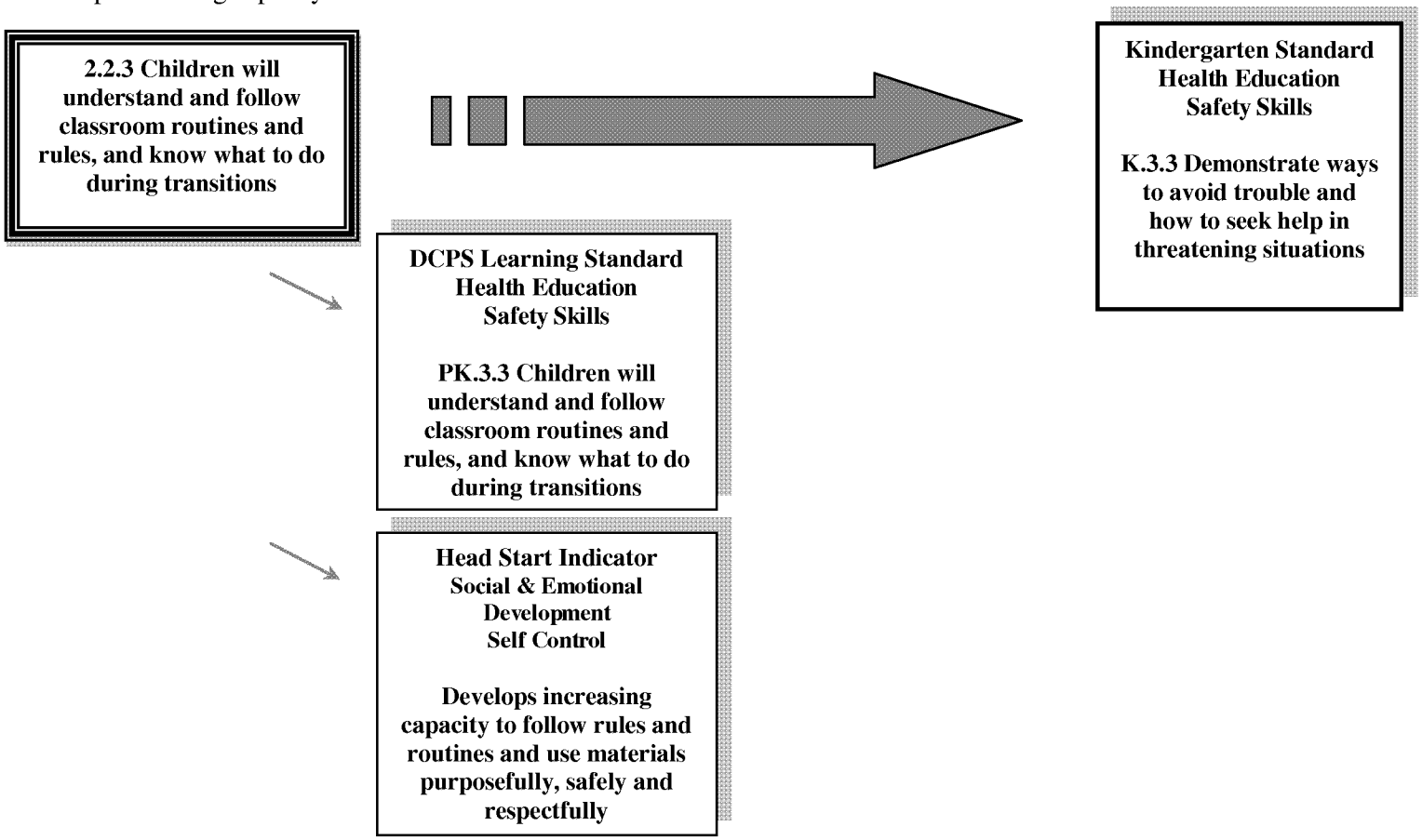

Early Learning Standards
Domain 2: Social and Emotional Development

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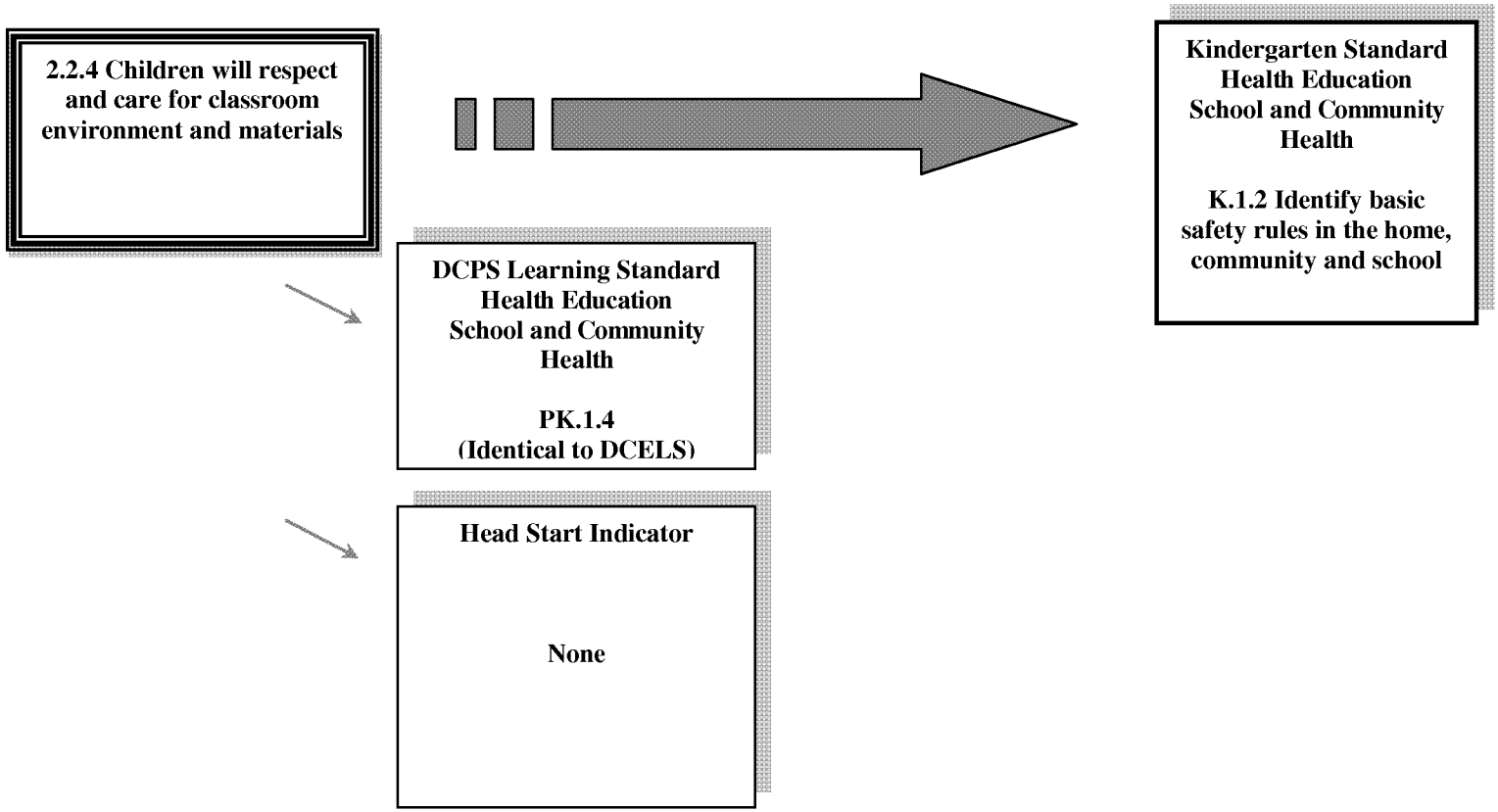
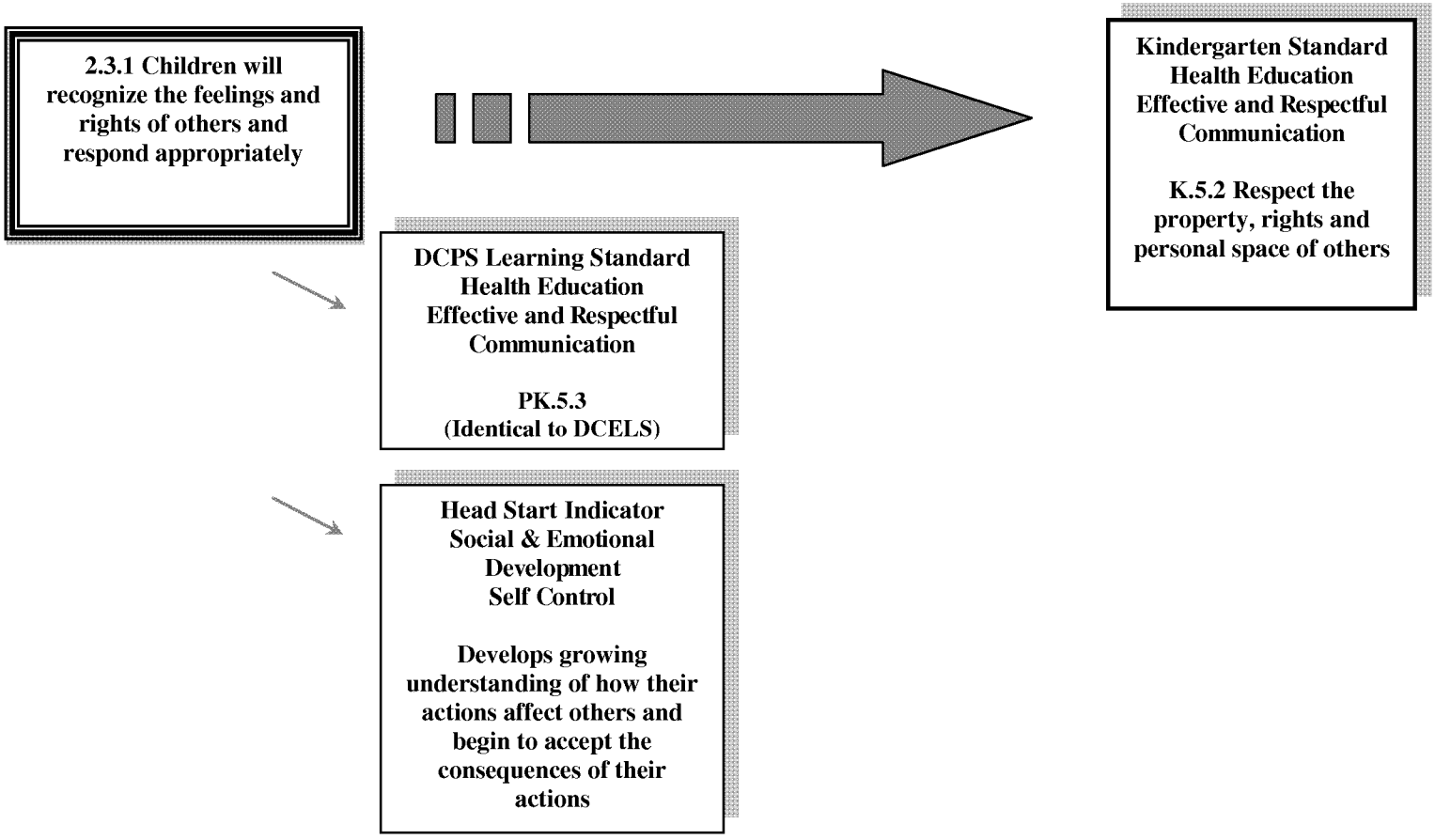


Early Learning Standards
Domain 2: Social and Emotional Development

2.3 Children engage in positive interactions with others



Early Learning Standards
Domain 2: Social and Emotional Development

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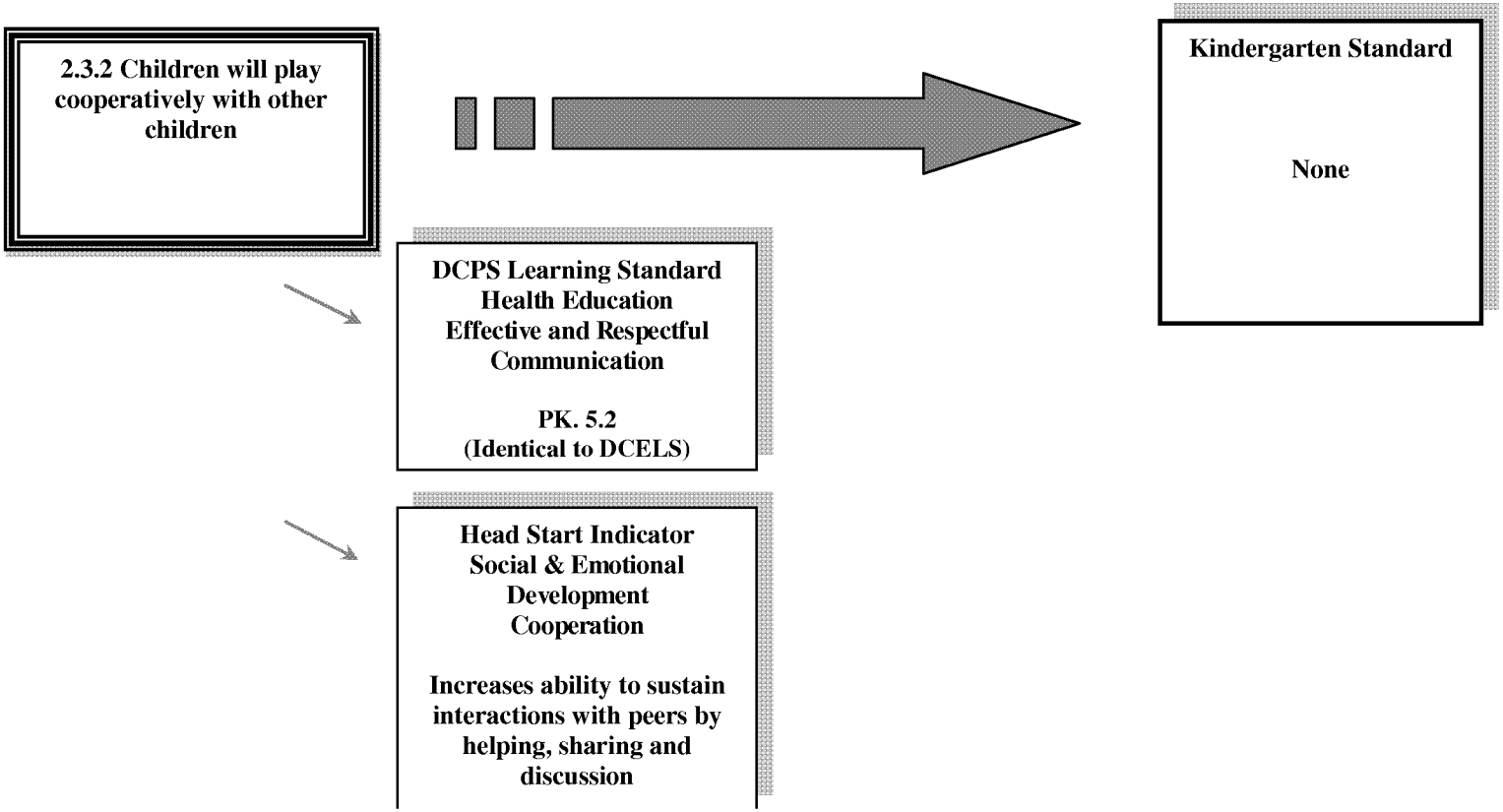

Early Learning Standards
Domain 2: Social and Emotional Development

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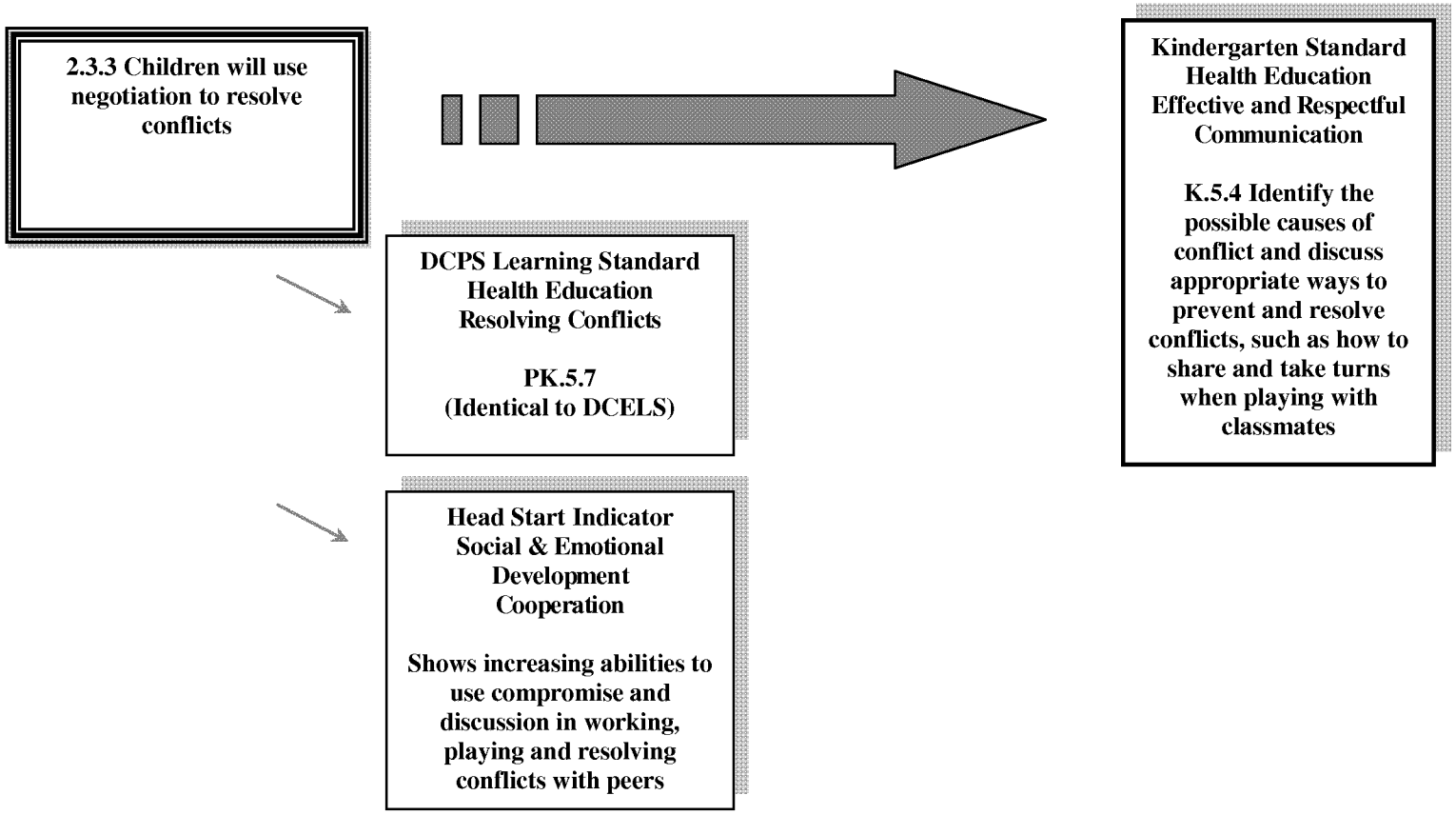

Early Learning Standards
Domain 2: Social and Emotional Development

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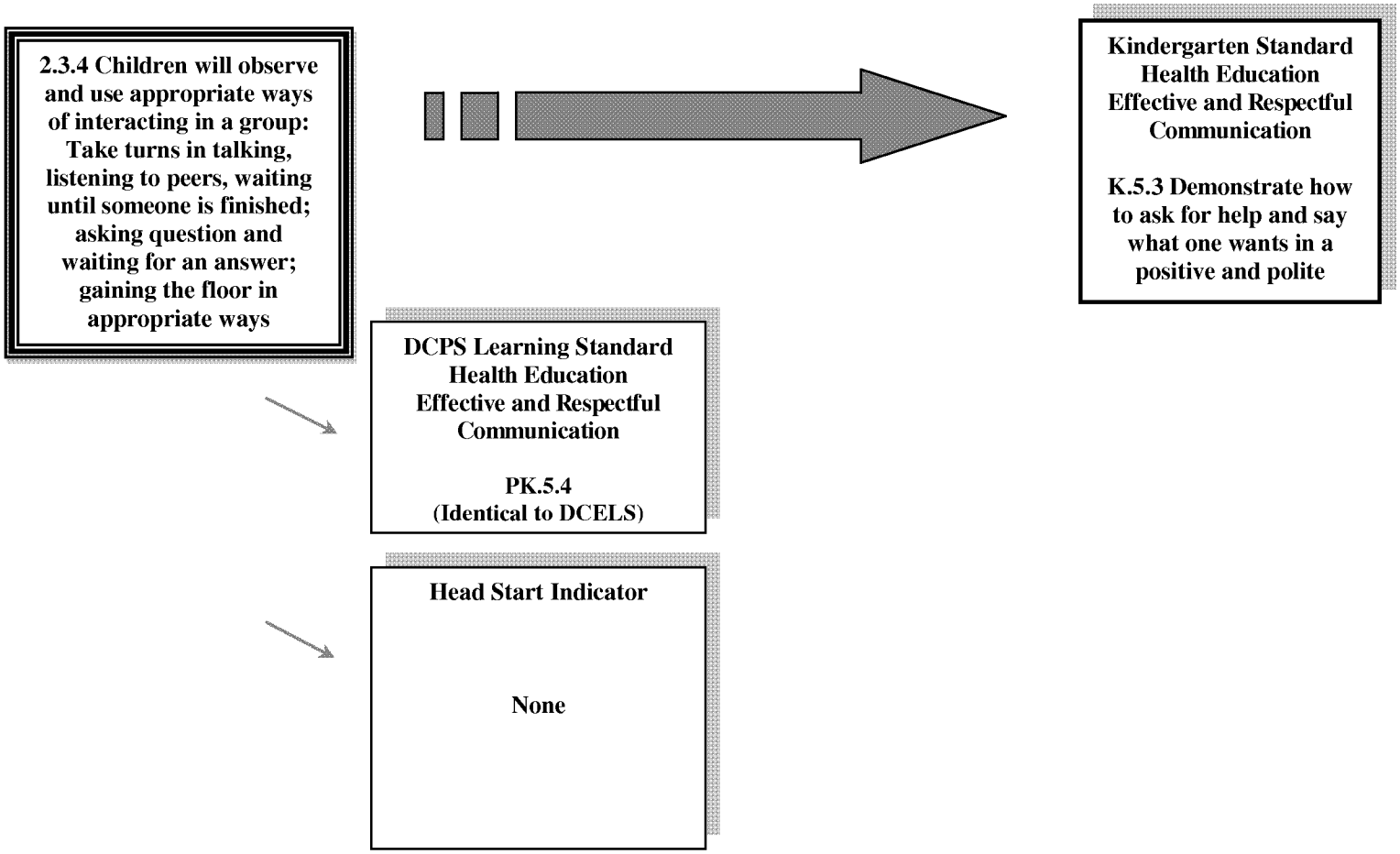

Early Learning Standards
Domain 2: Social and Emotional Development

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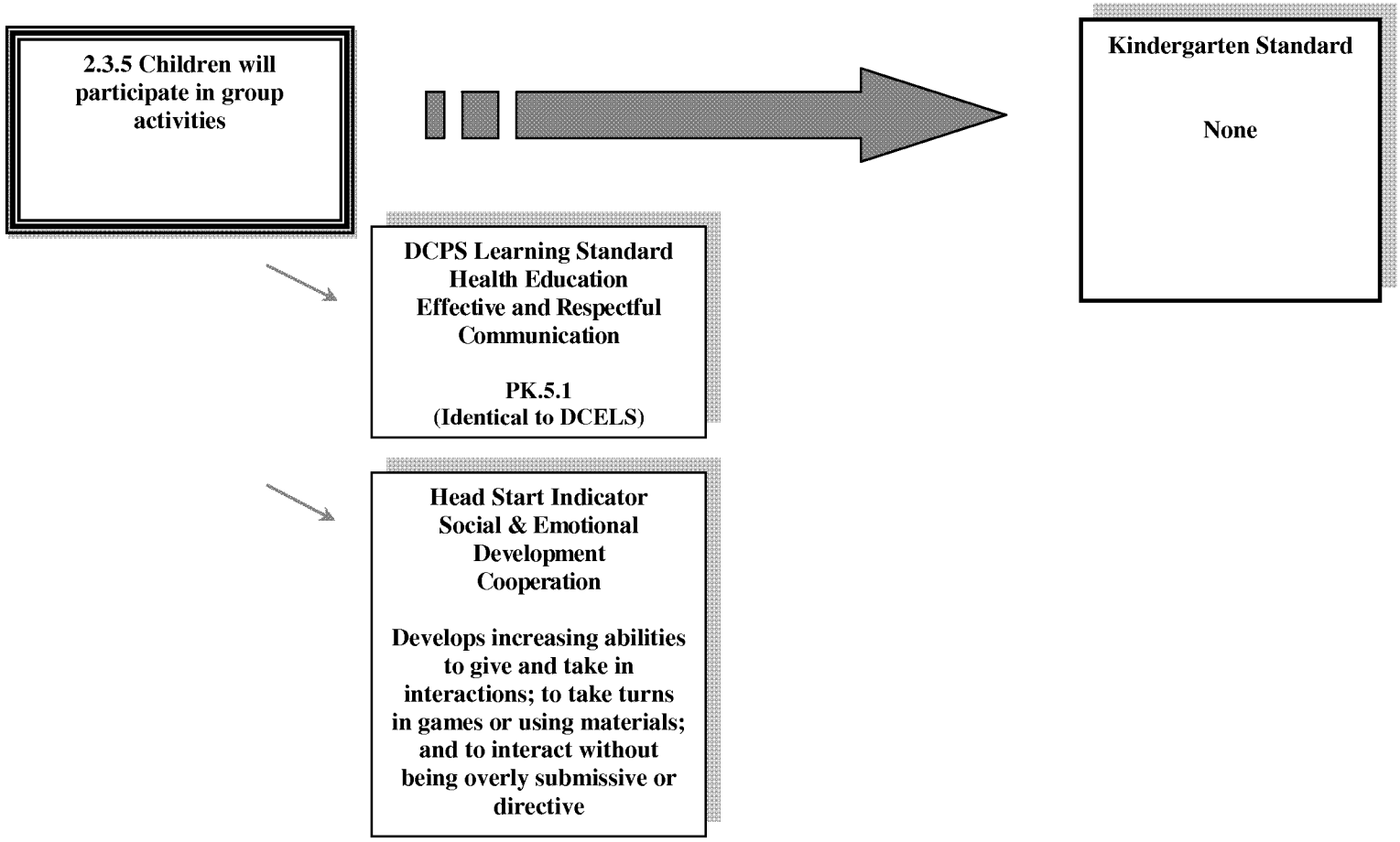
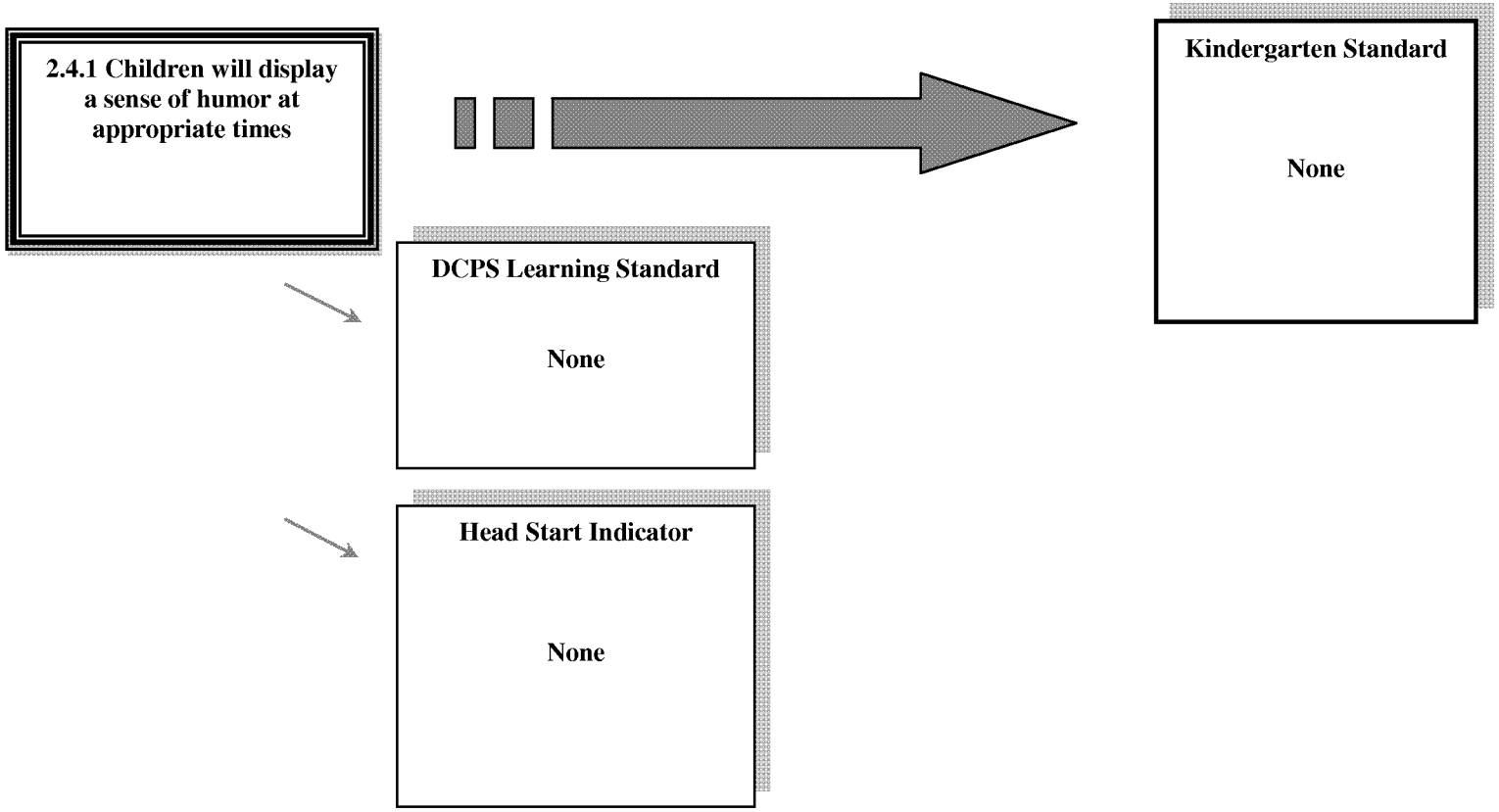


Early Learning Standards
Domain 2: Social and Emotional Development

2.4 Children demonstrate resiliency skills



Early Learning Standards
Domain 2: Social and Emotional Development

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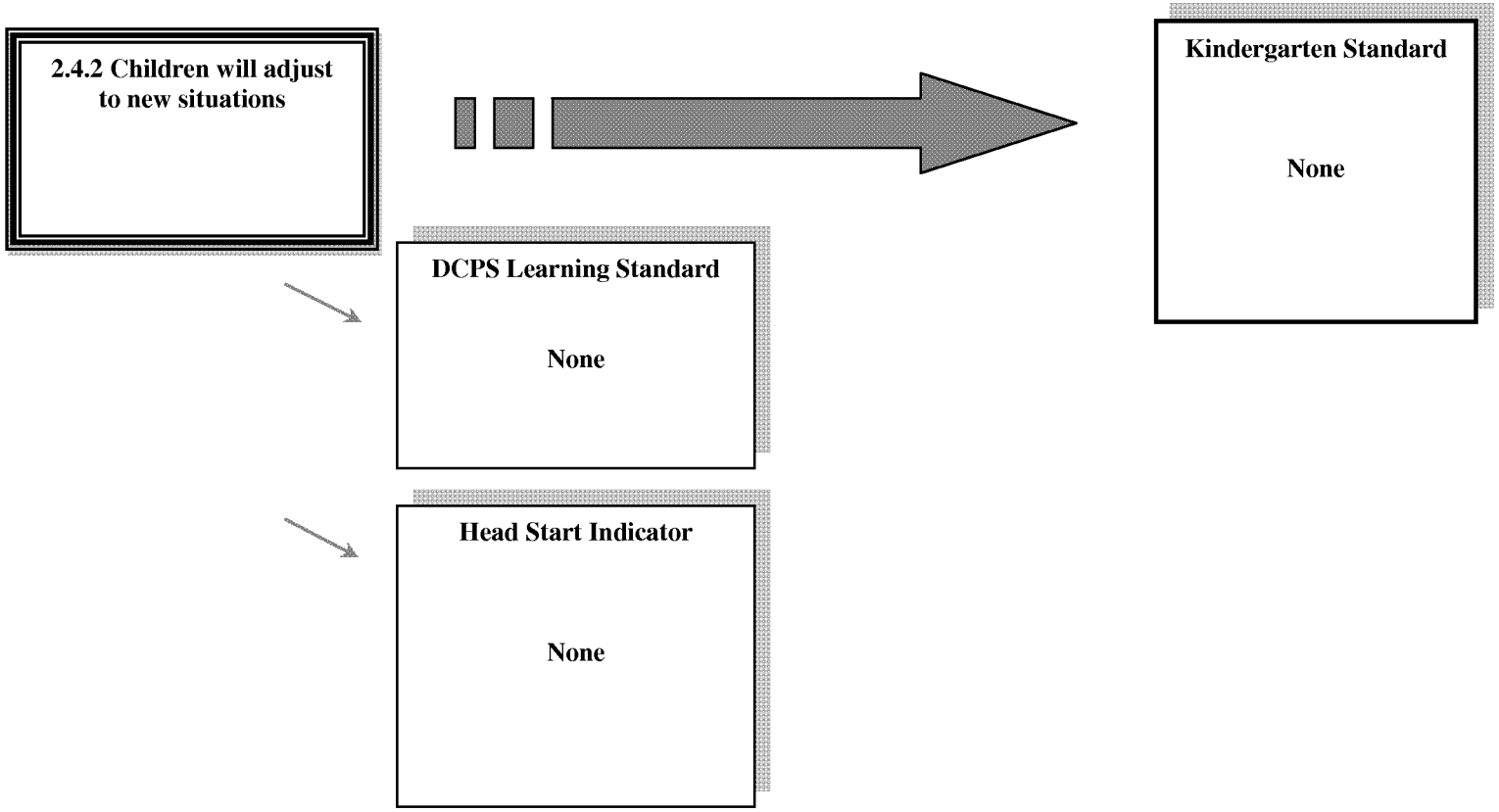

Early Learning Standards
Domain 2: Social and Emotional Development

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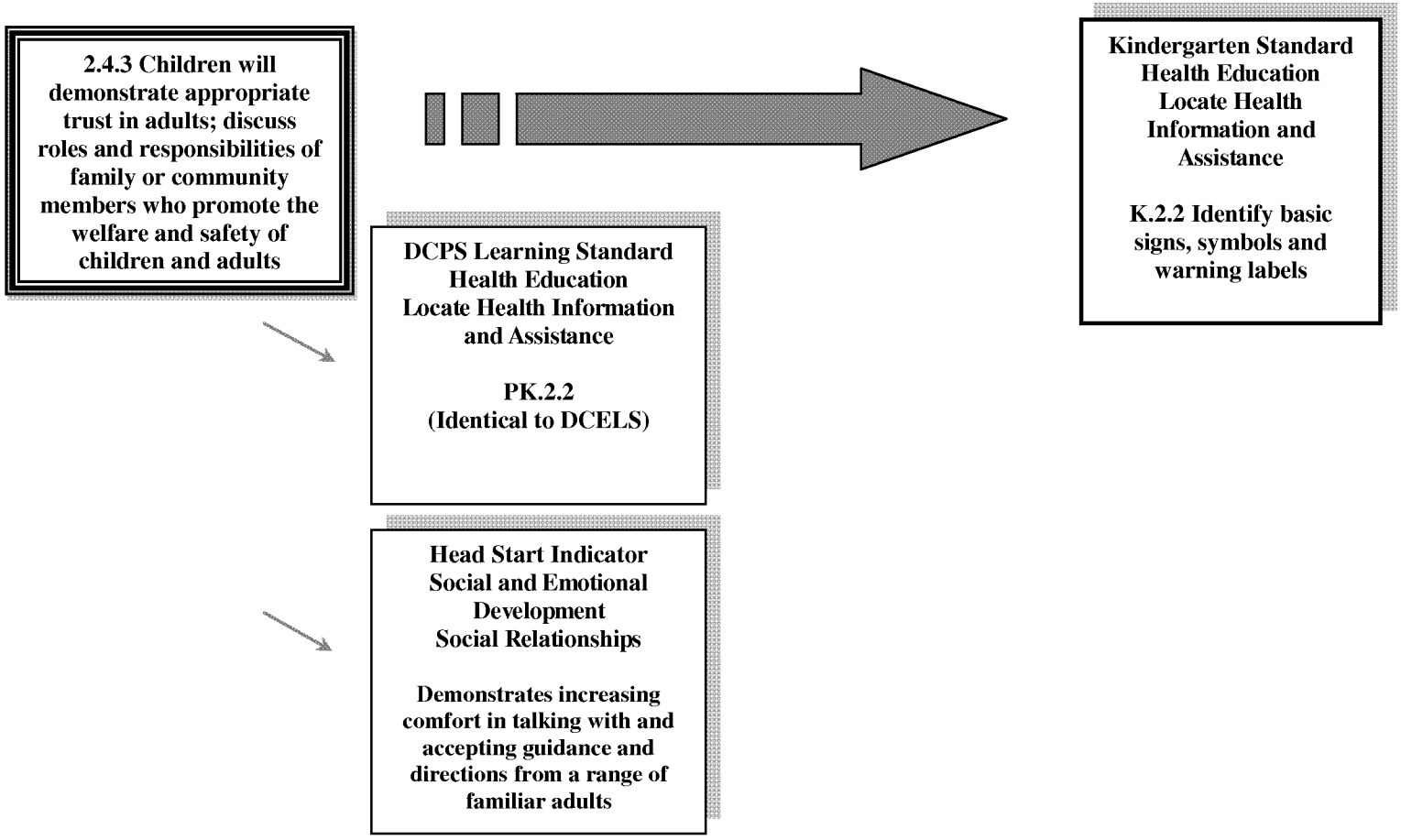

Early Learning Standards
Domain 2: Social and Emotional Development

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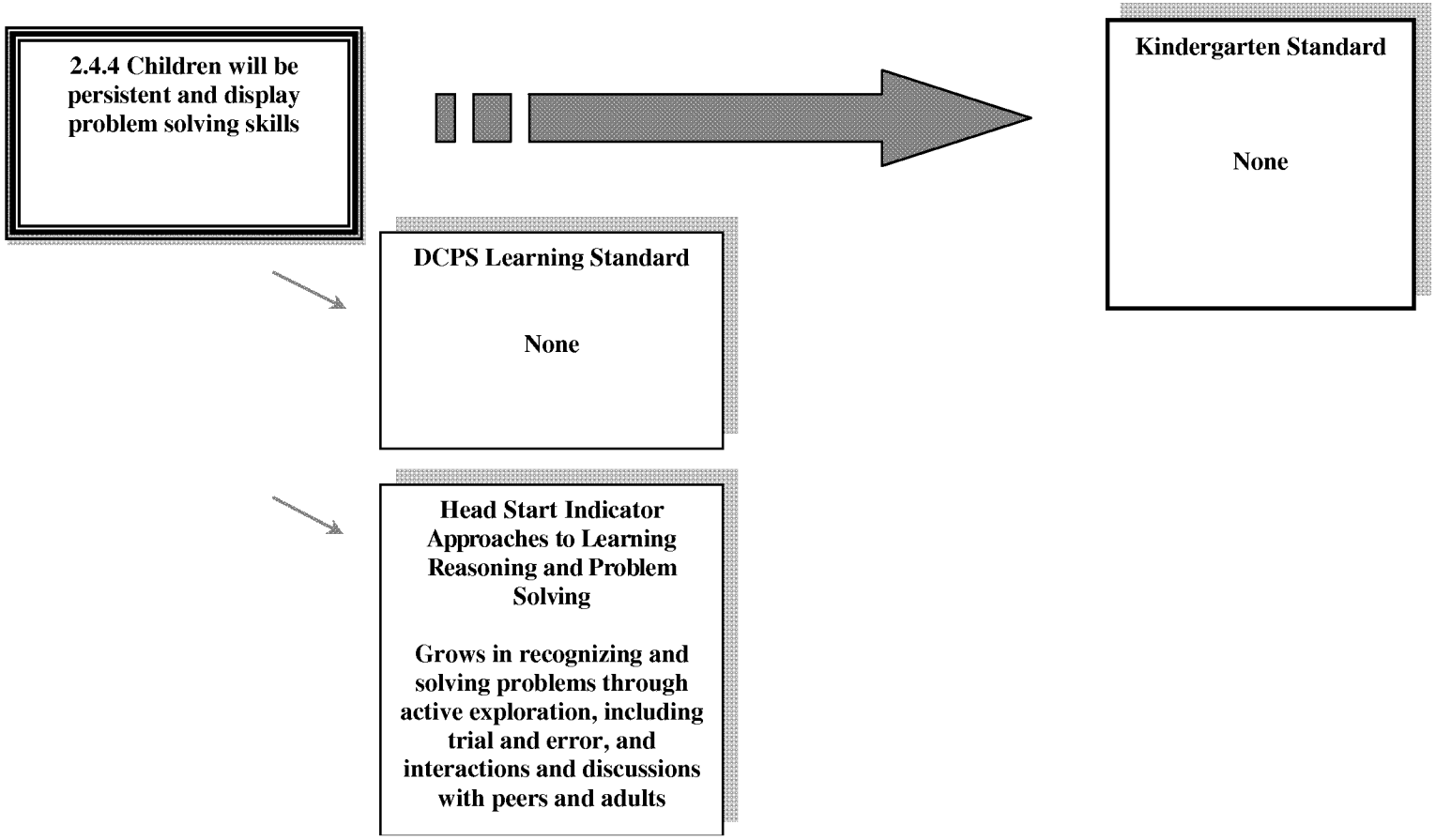

Early Learning Standards
Domain 2: Social and Emotional Development

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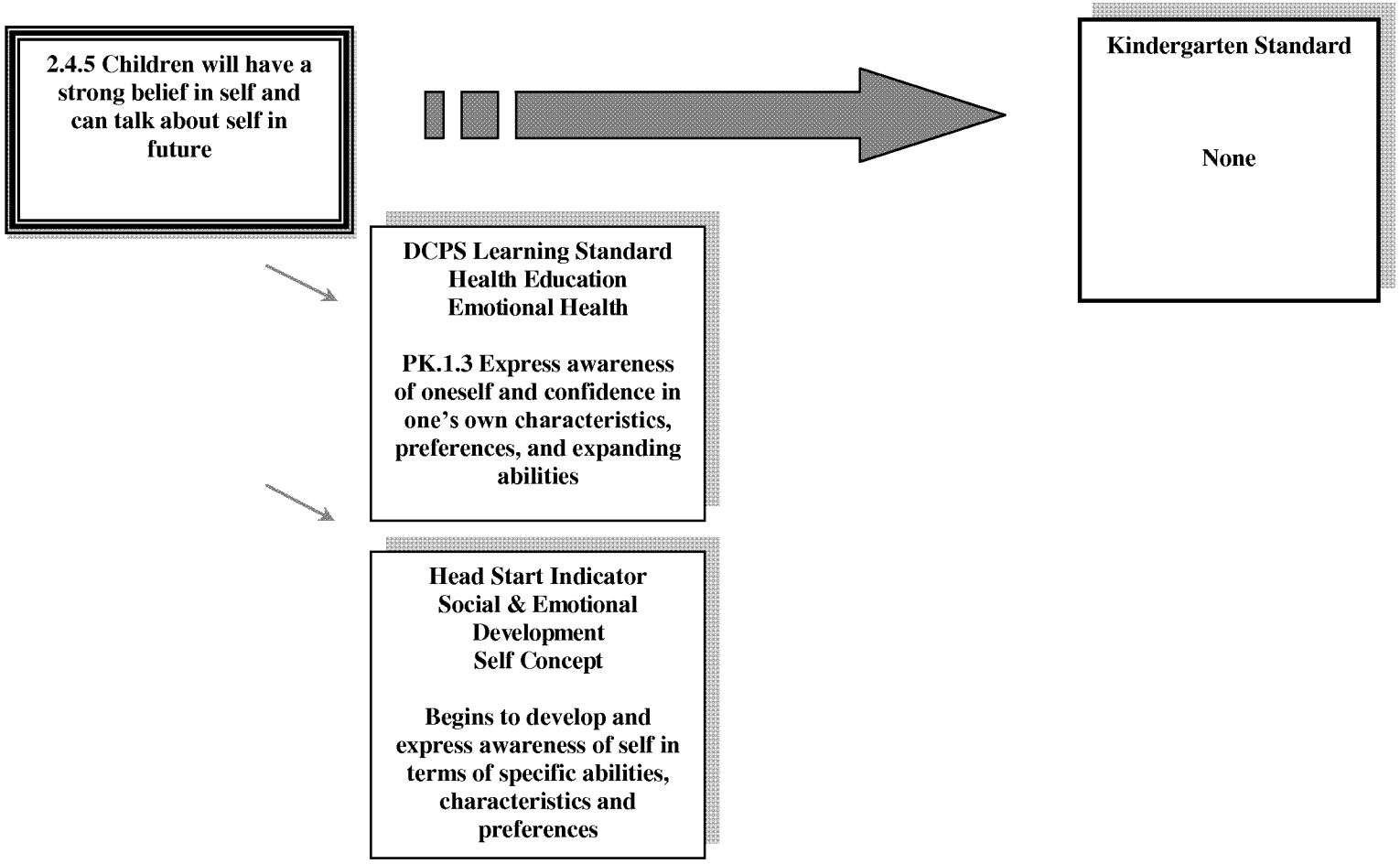
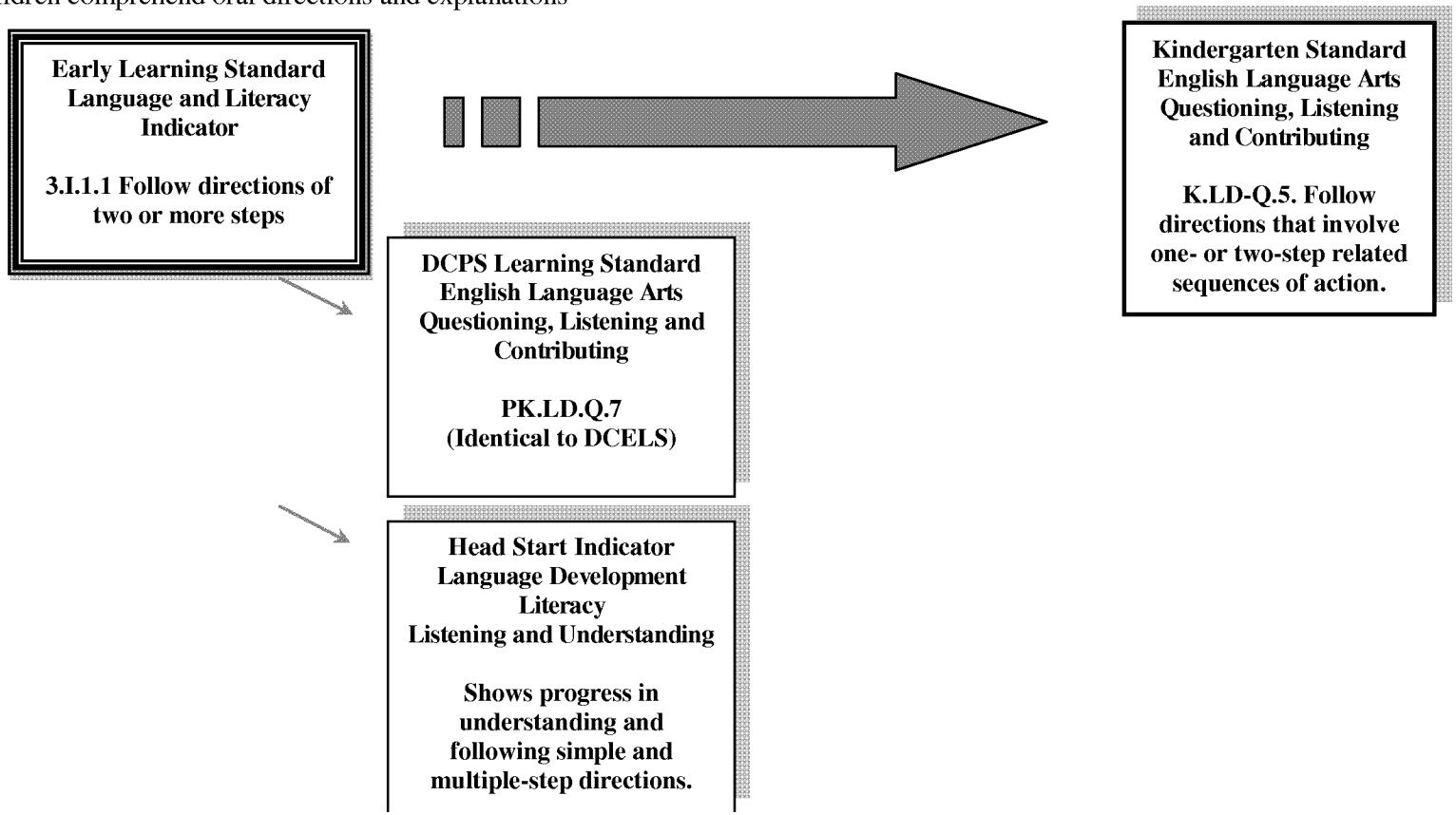


Early Learning Standards
Domain 3: Language and Literacy– Listening and Speaking[iii]

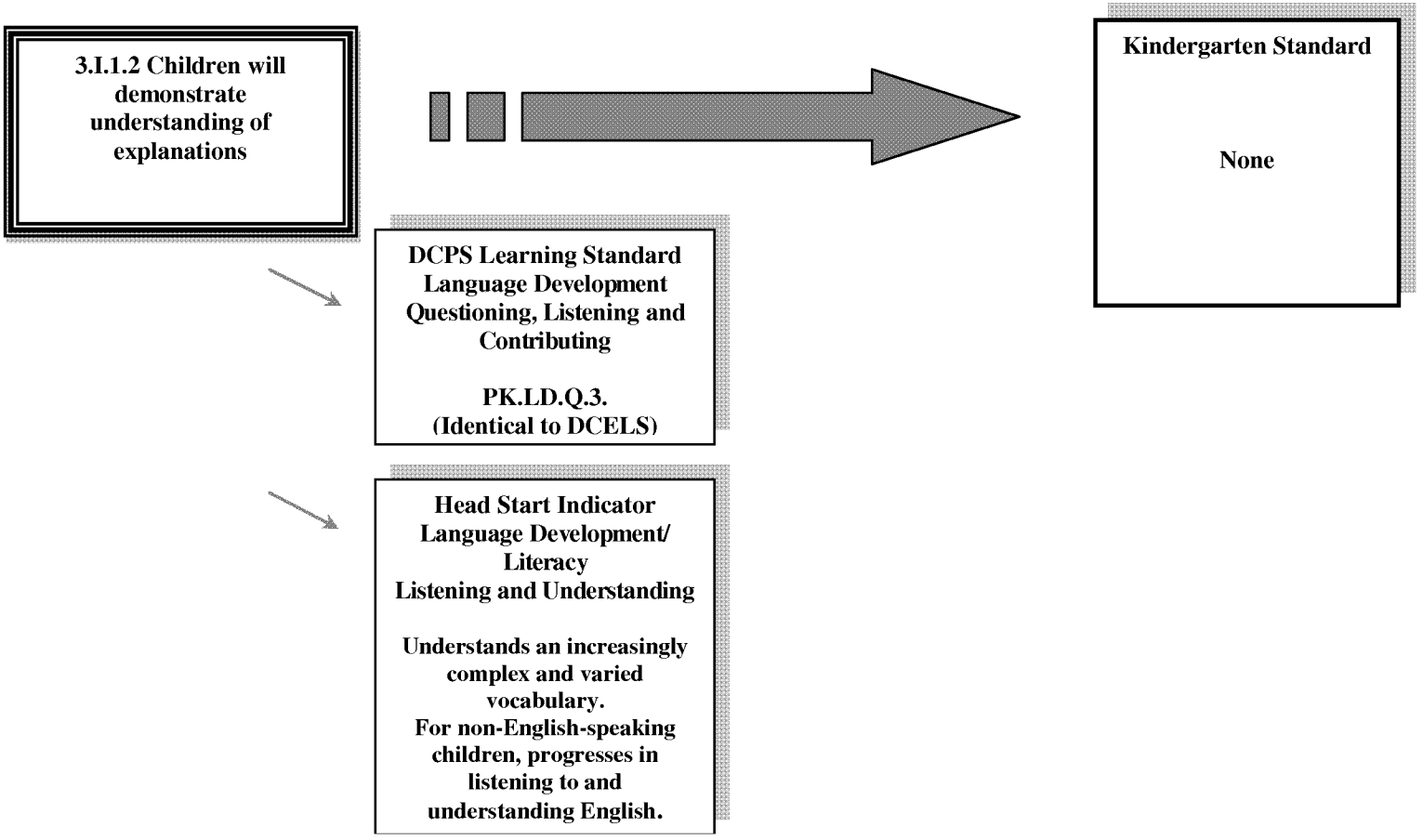
Children are born with the capacity to communicate with others. By the time they reach the preschool years, their ability to communicate ideas and feelings through spoken language takes on new importance. Language becomes the principal tool for establishing and maintaining relationships with adults and other children. Language is also the building block for developing the literacy skills involved in reading and writing. Language and literacy skills go hand in hand. Listening, speaking, reading, and writing develop interdependently in children.

3.I.1 Children comprehend oral directions and explanations



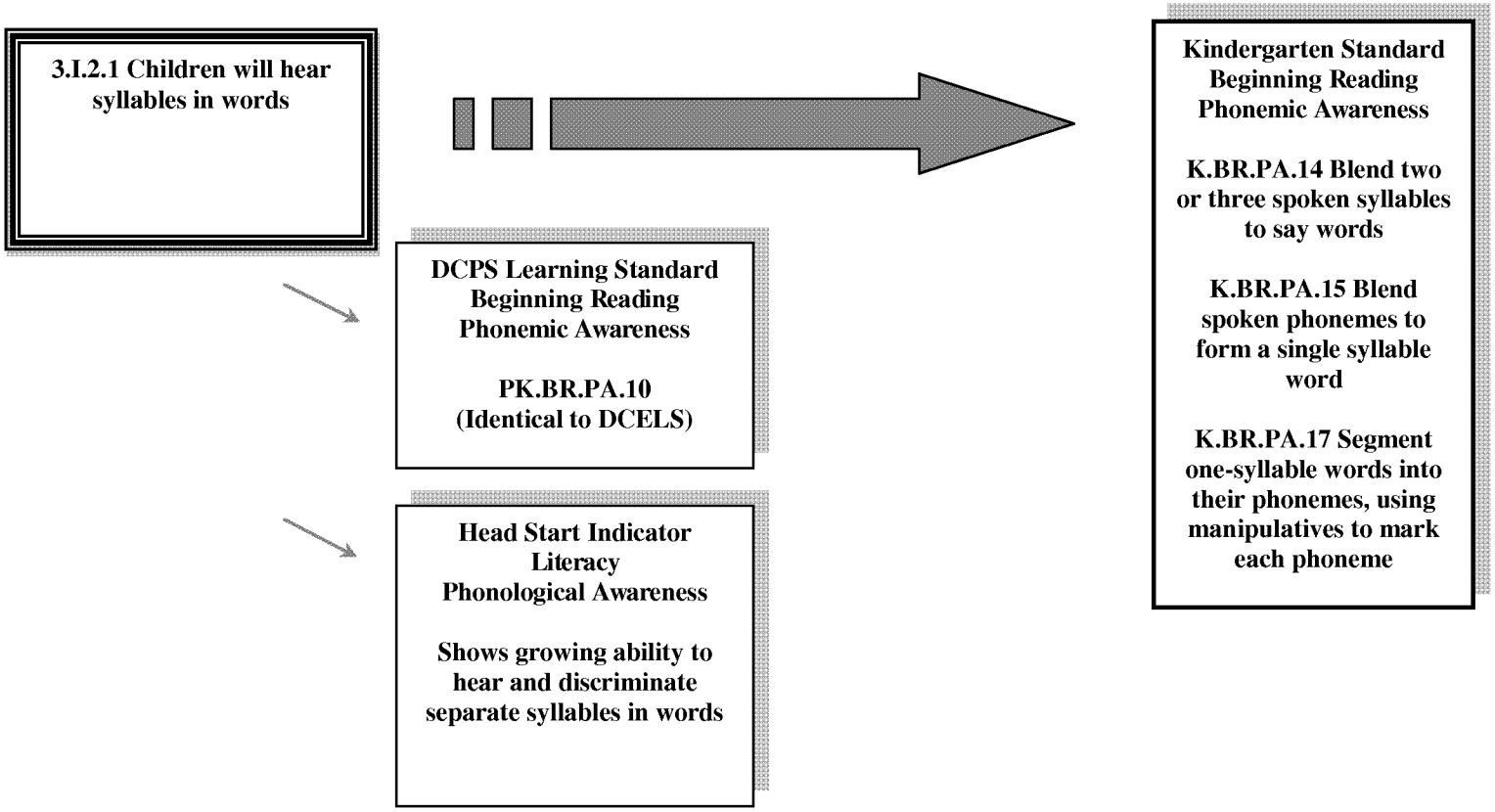
Early Learning Standards
Domain 3: Language and Literacy– Listening and Speaking

3.I.1 Children comprehend oral directions and explanations



Early Learning Standards
Domain 3: Language and Literacy– Listening and Speaking

3.I.2 Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness



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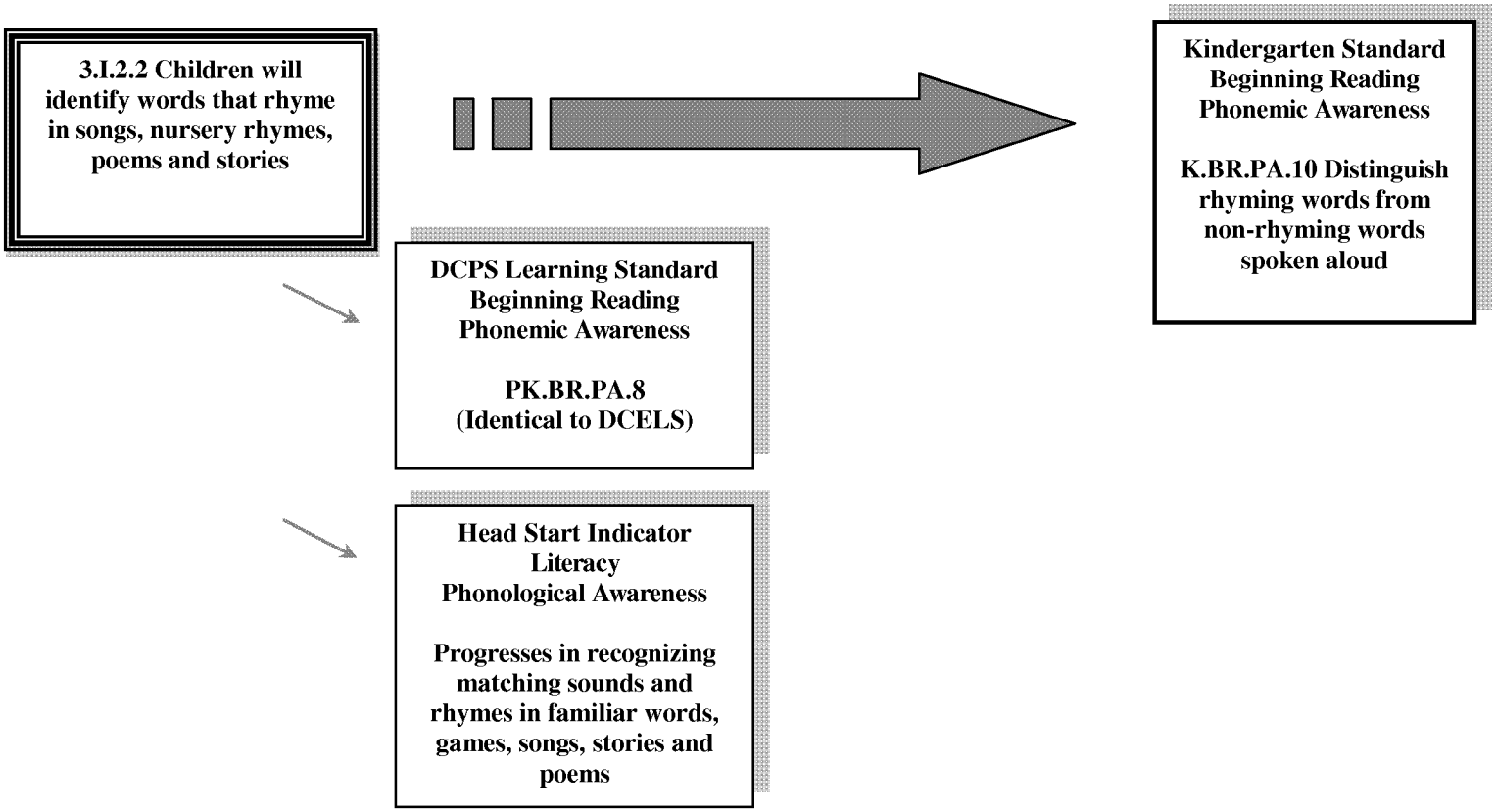

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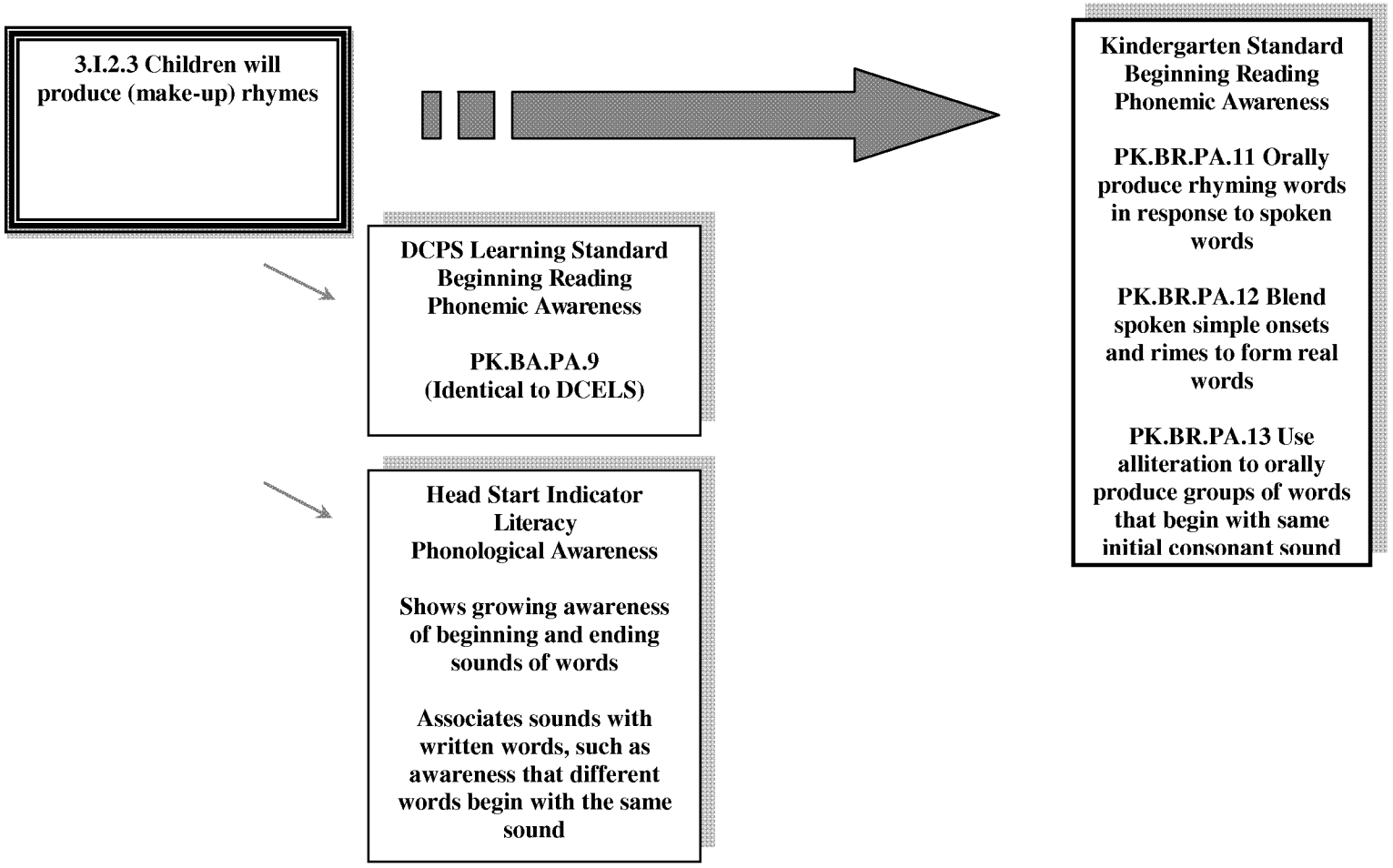

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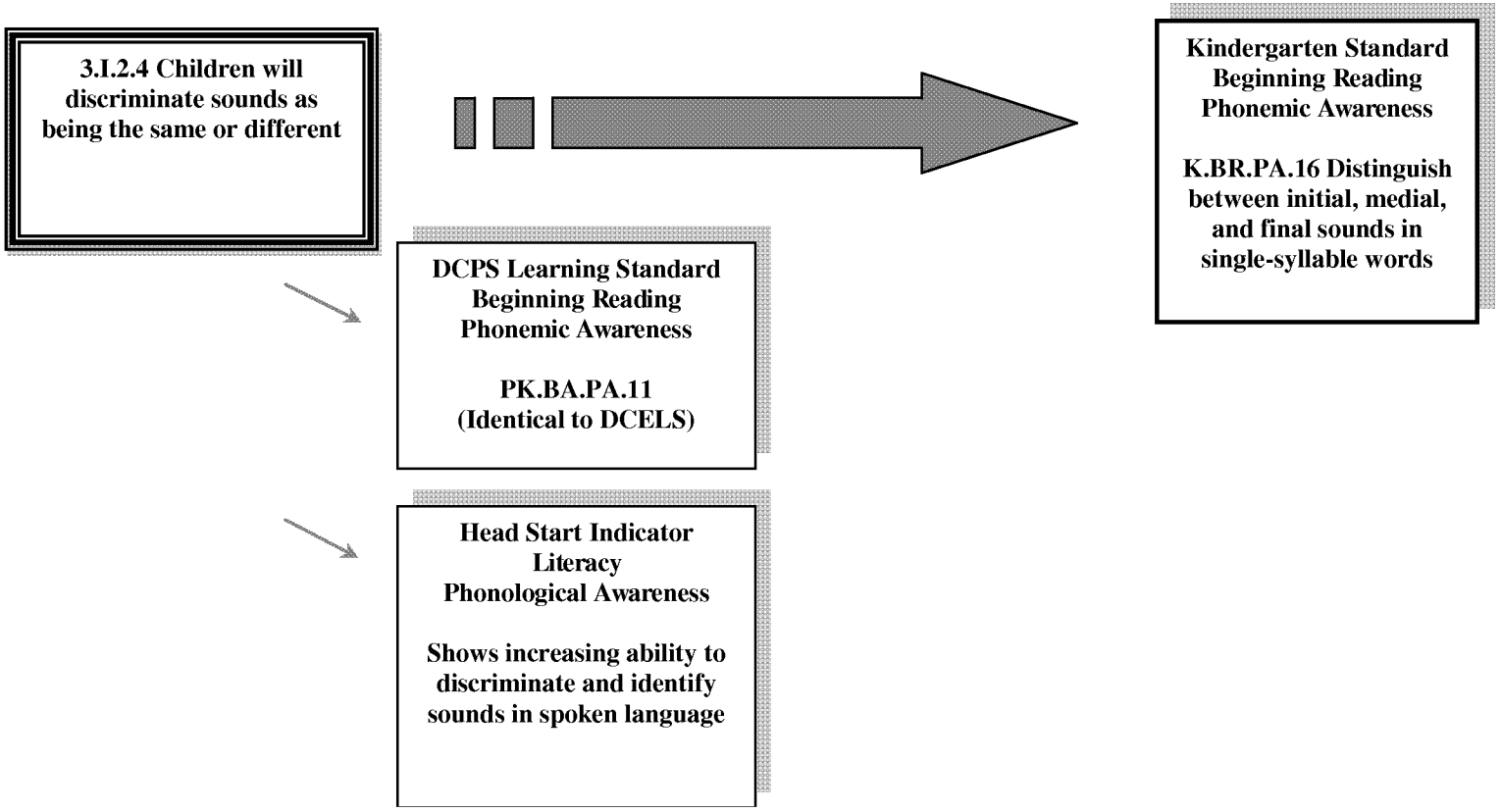
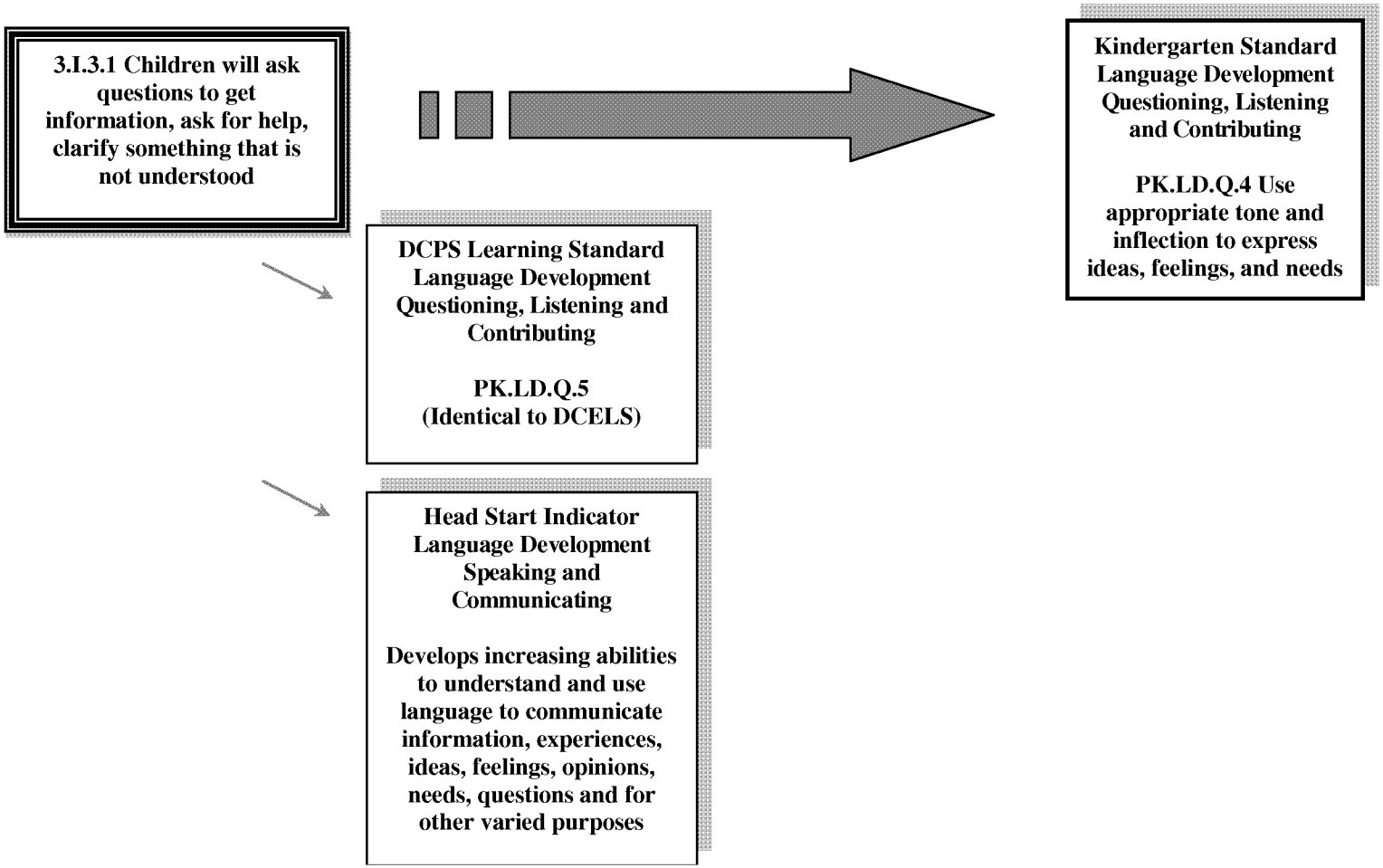


Early Learning Standards
Domain 3: Language and Literacy– Listening and Speaking

3.I.3 Children ask questions for a variety of purposes and answer questions of peers and adults



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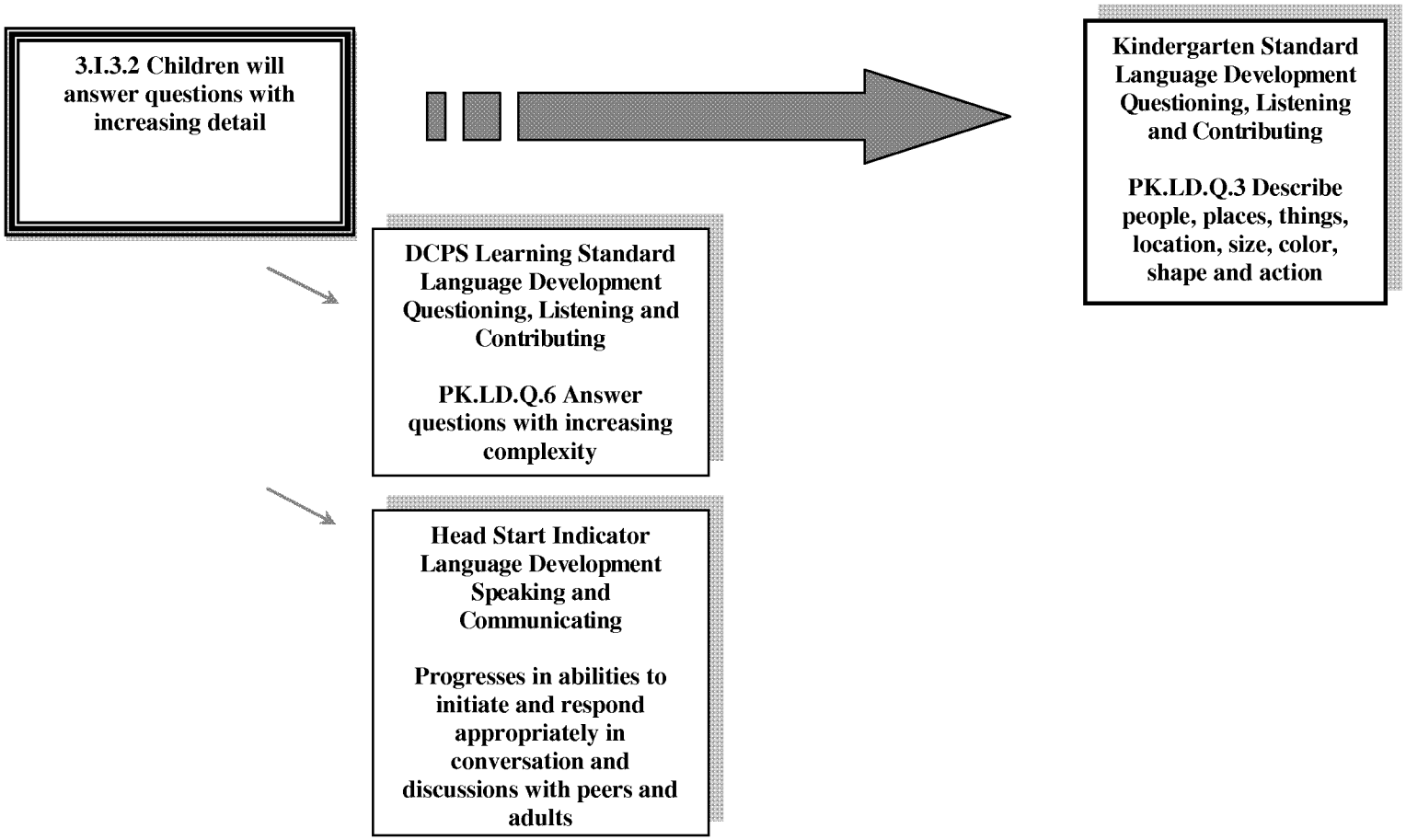
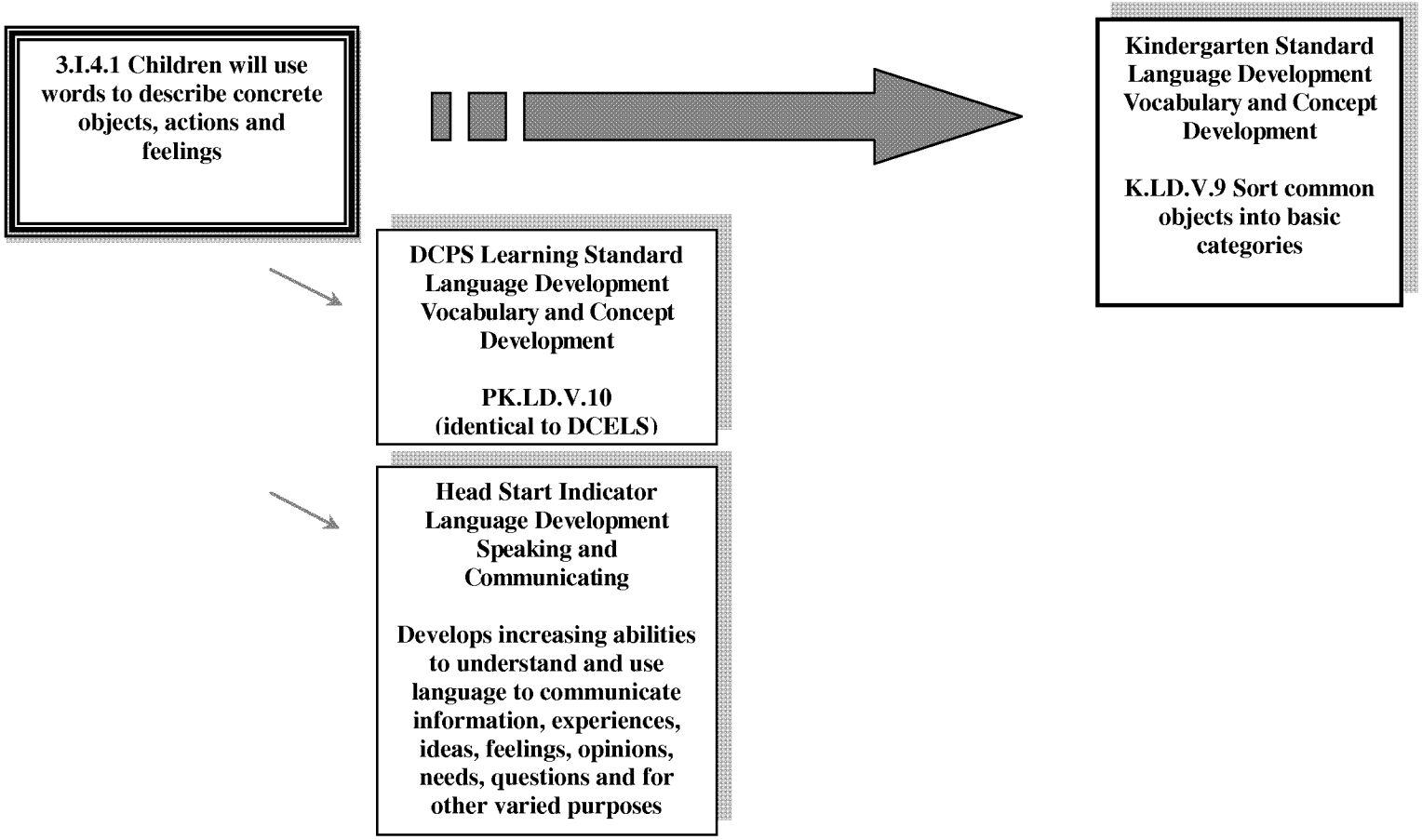


Early Learning Standards
Domain 3: Language and Literacy– Listening and Speaking

3.I.4 Children acquire and use increasingly rich vocabulary and language for a variety or purposes (receptive and expressive vocabulary)



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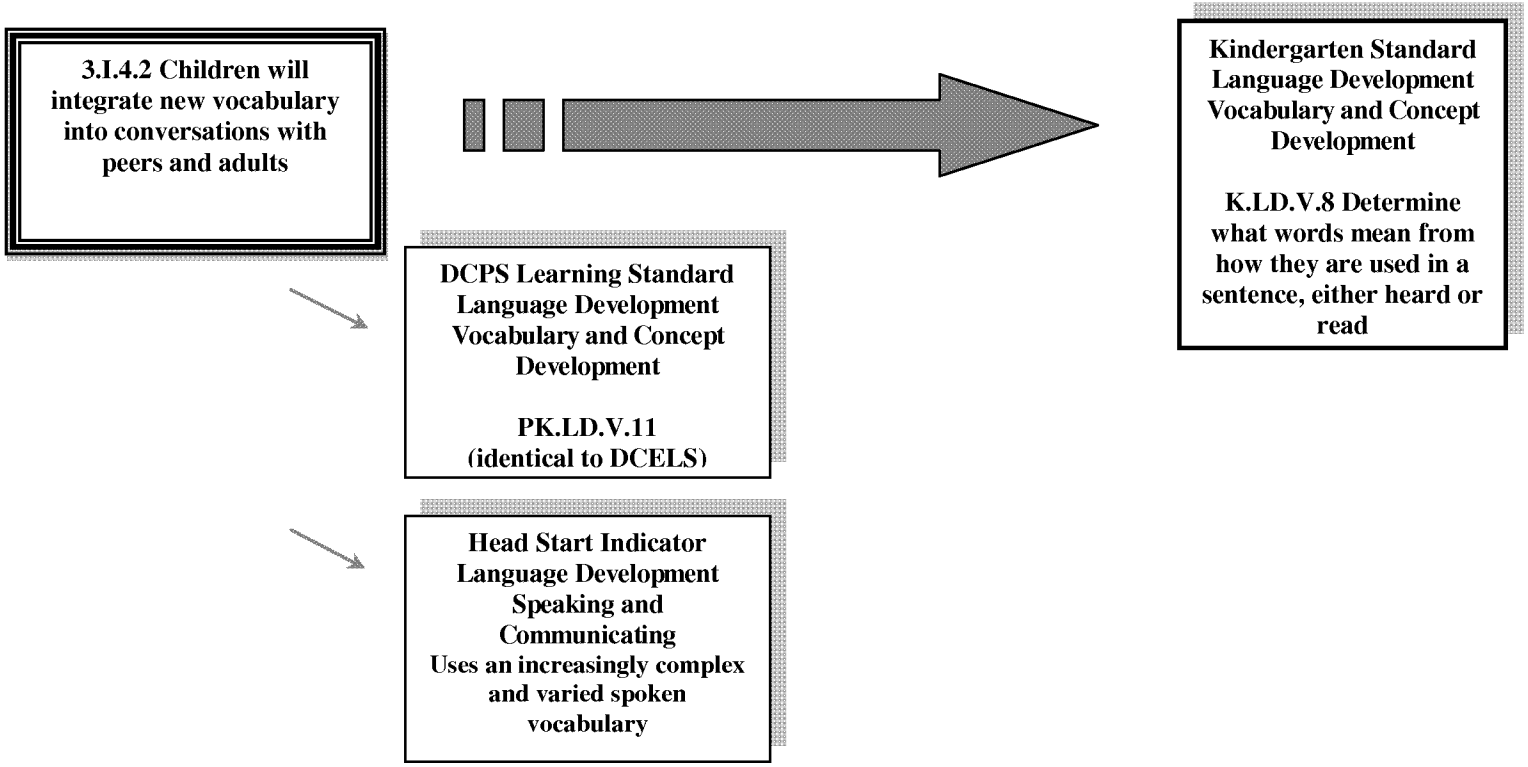

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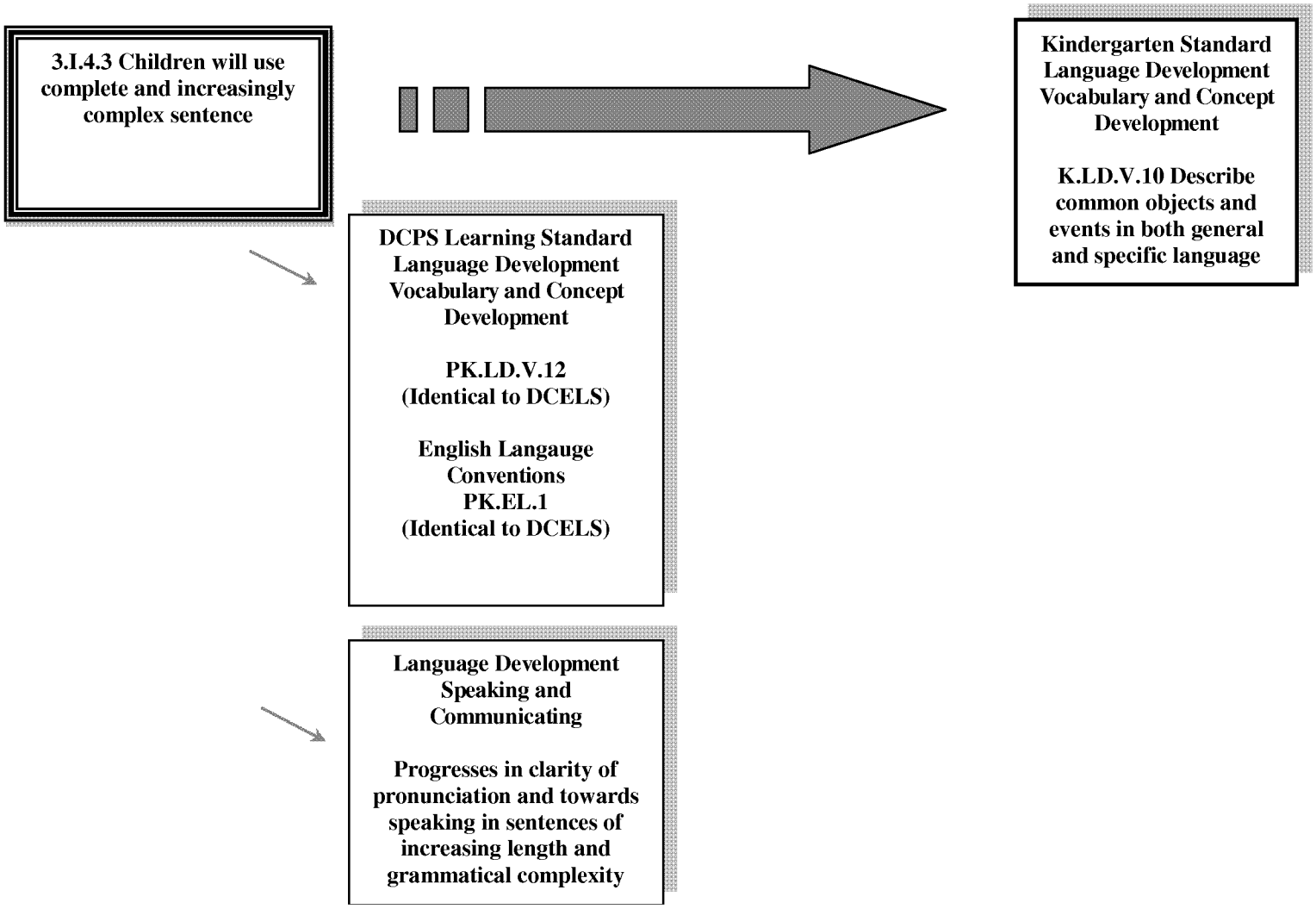

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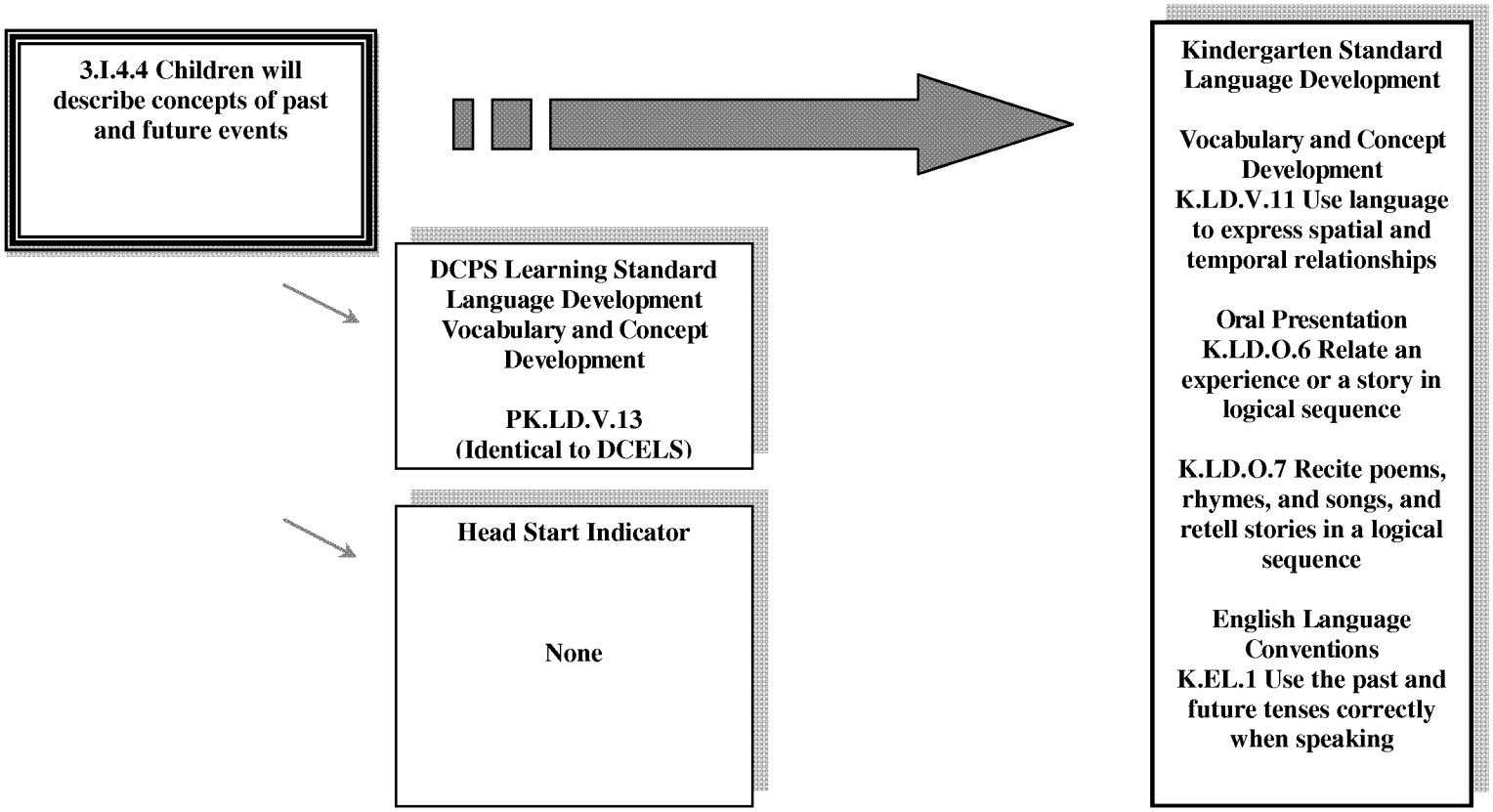

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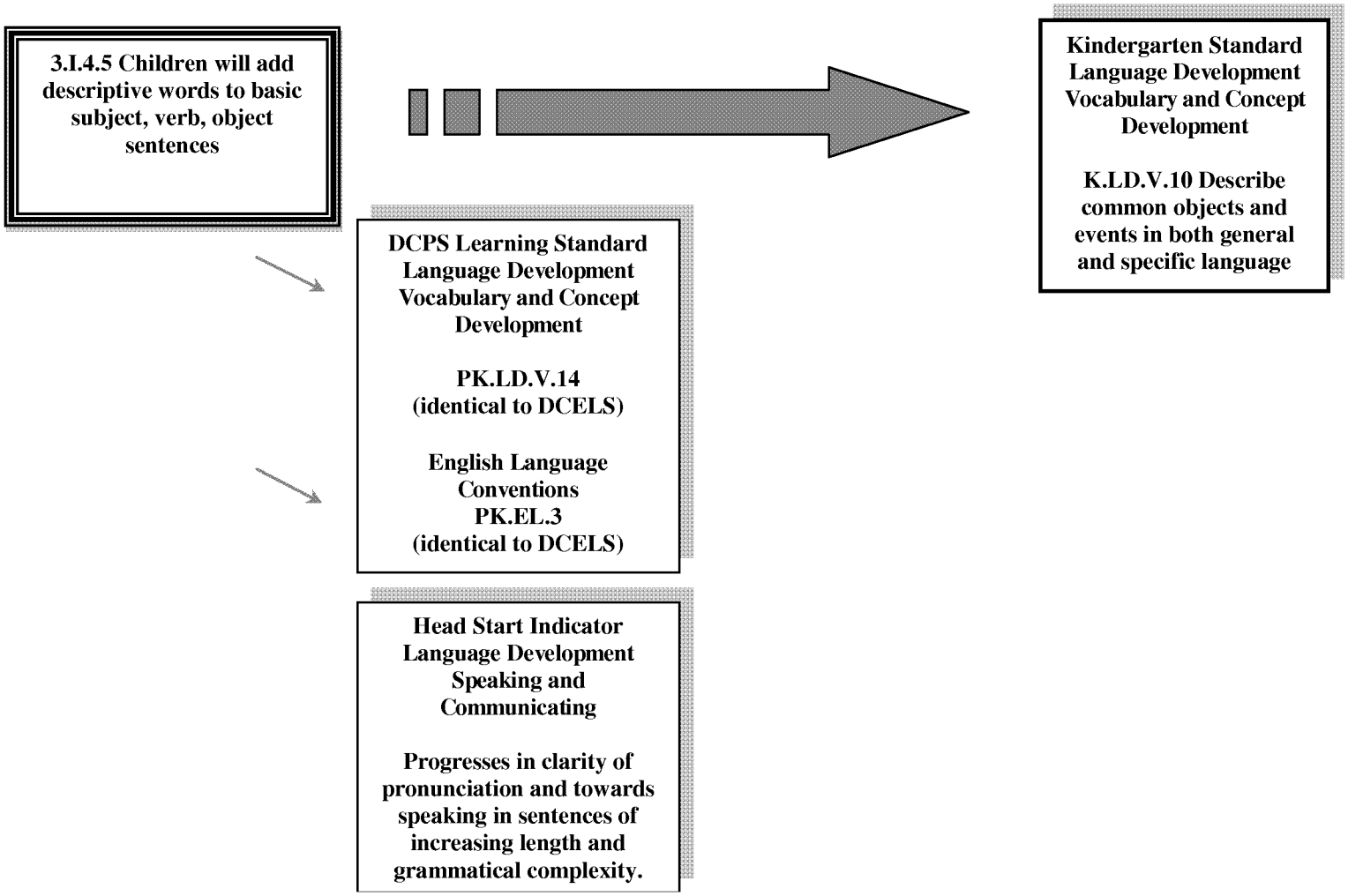

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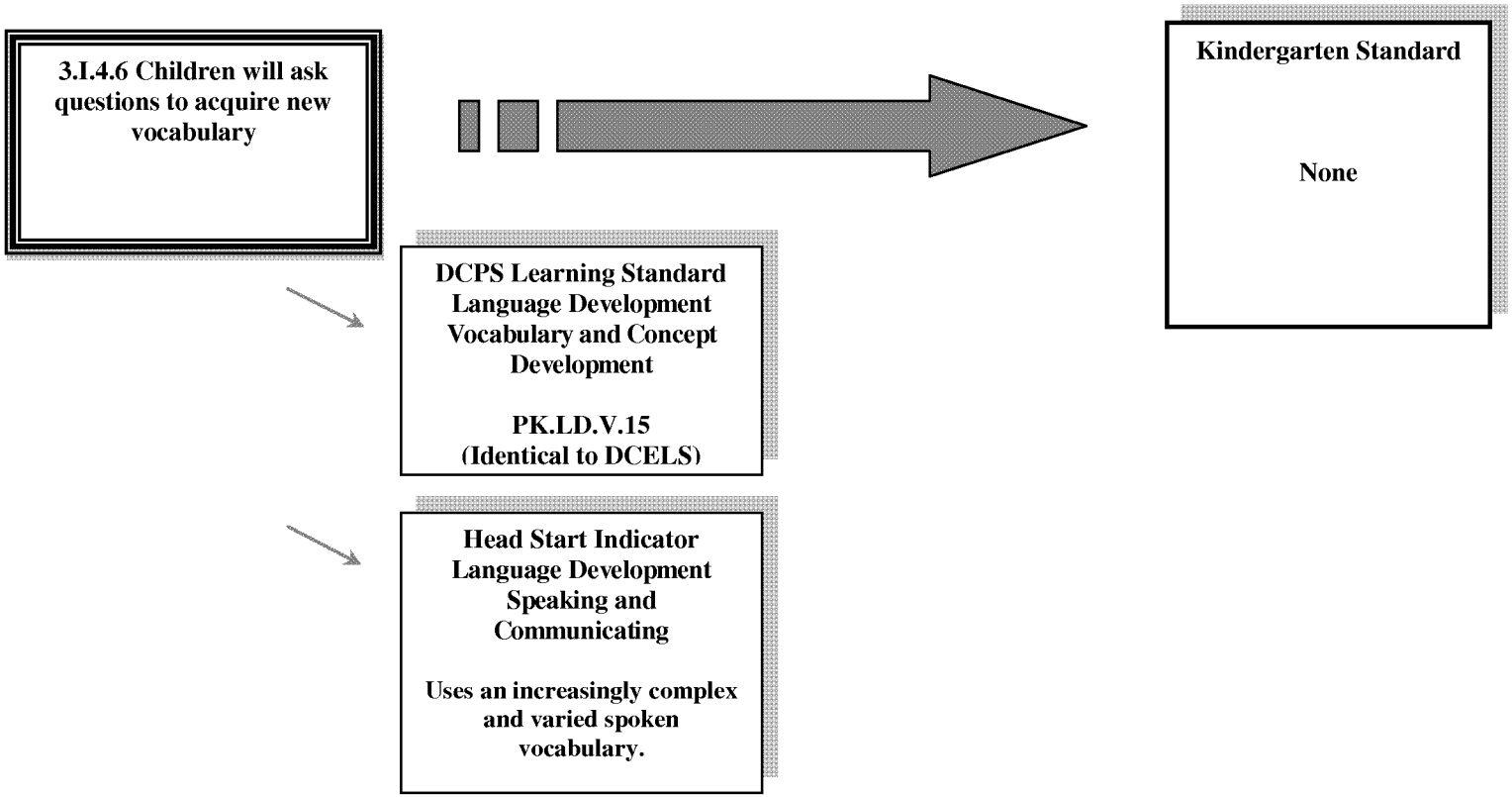
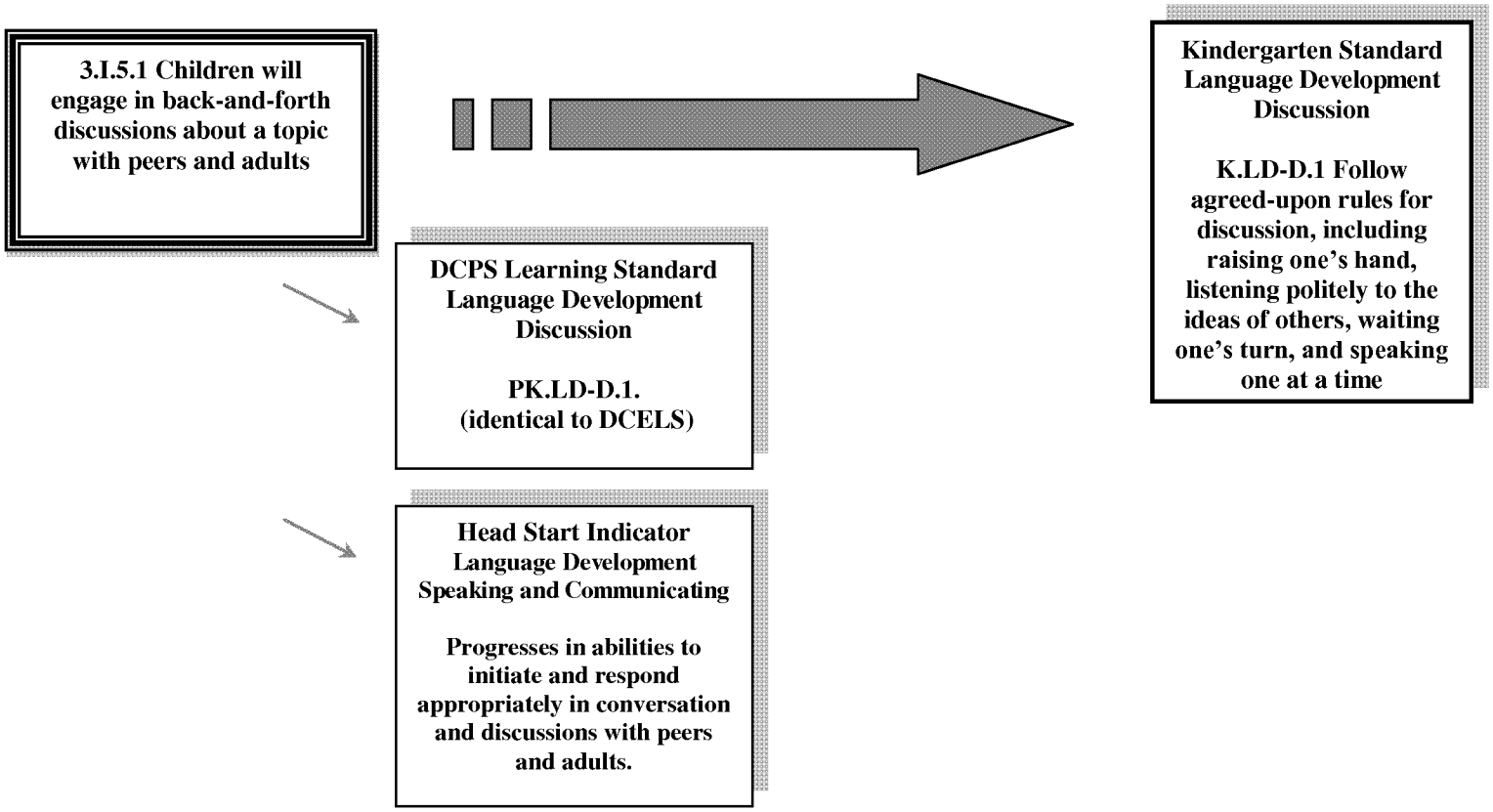


Early Learning Standards
Domain 3: Language and Literacy– Listening and Speaking

3.I.5 Children participate in conversations



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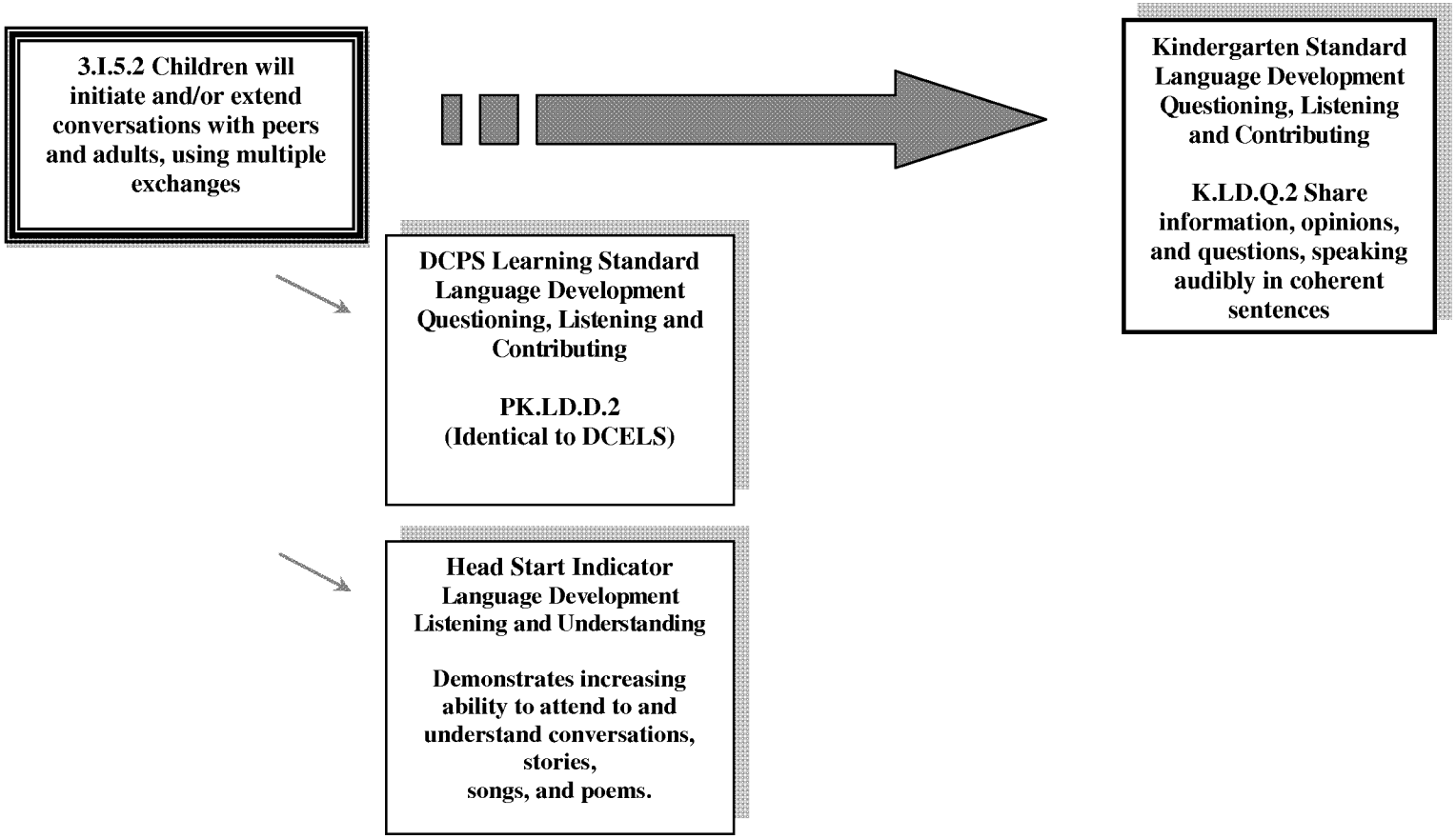
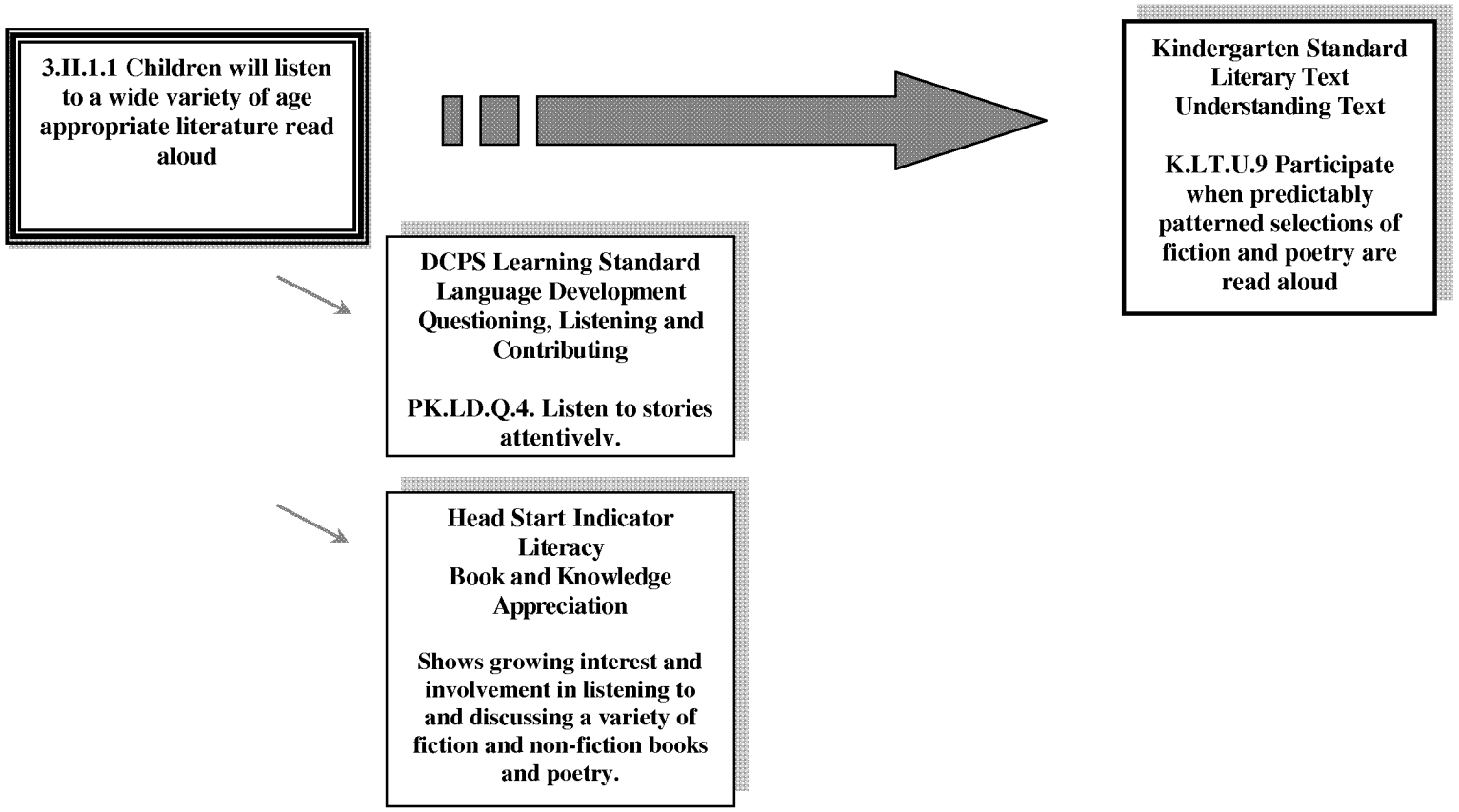


Early Learning Standards
Domain 3: Language and Literacy – Reading

3.II.1 Children understand and value books and other print materials



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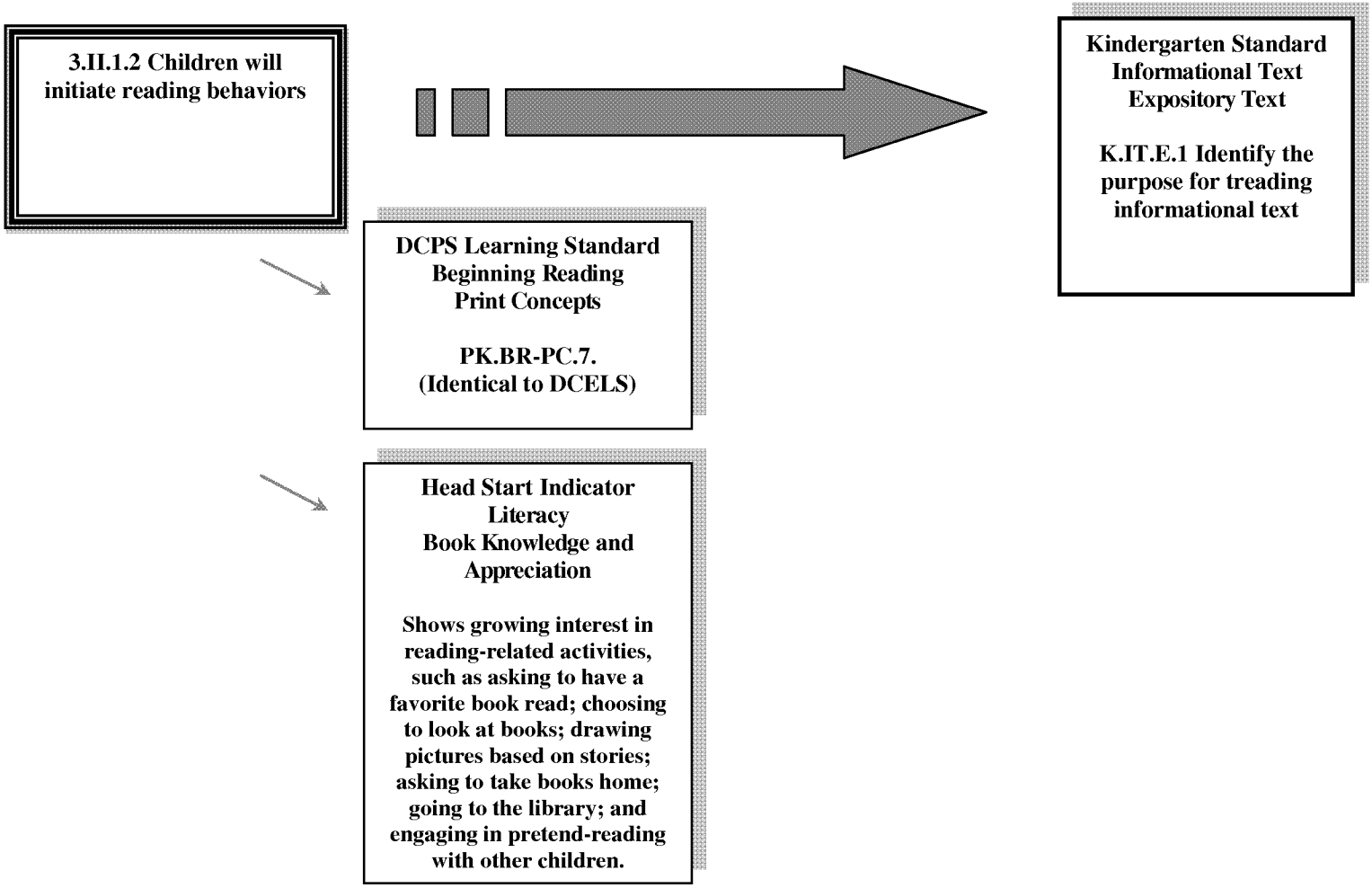

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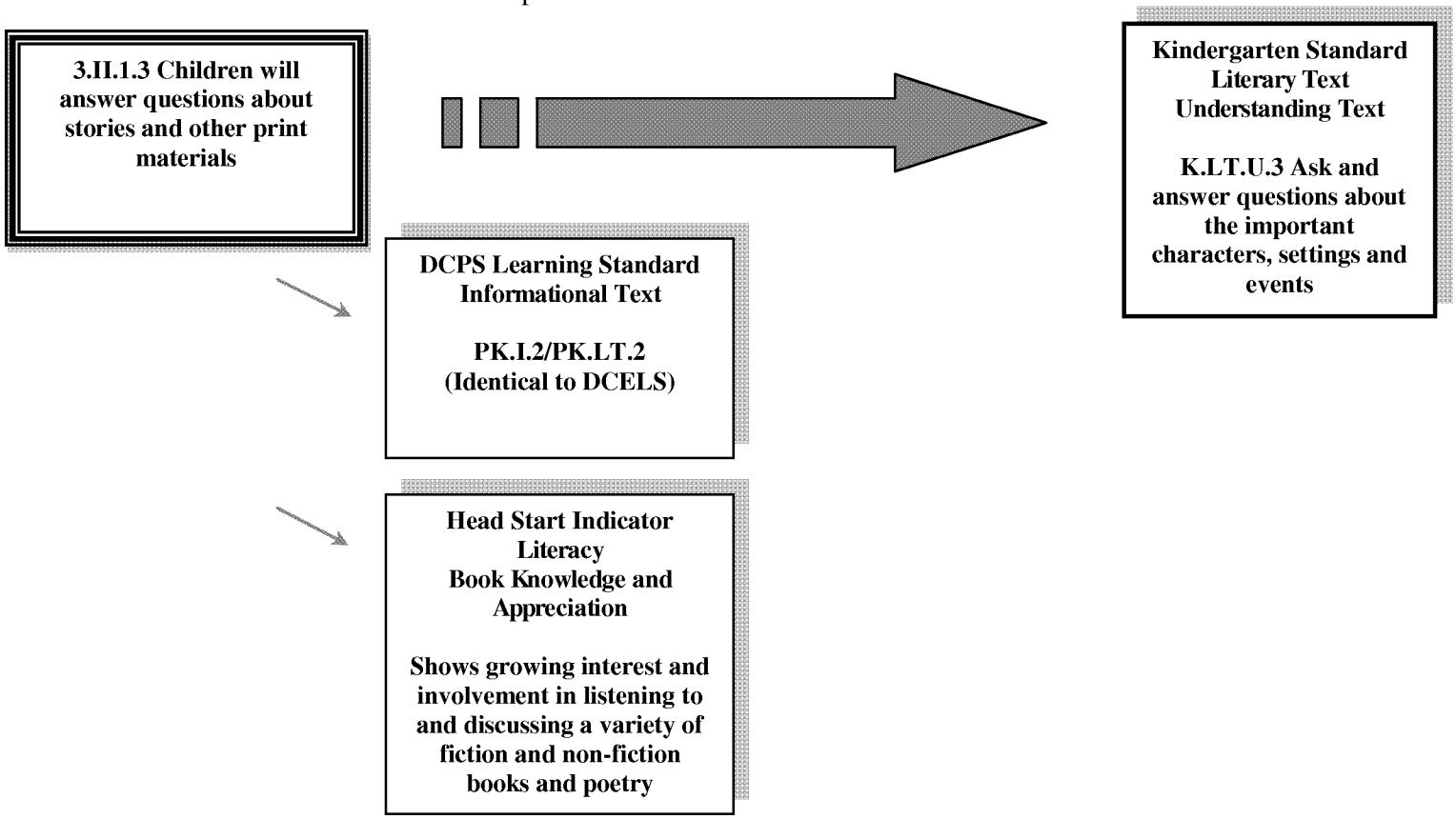

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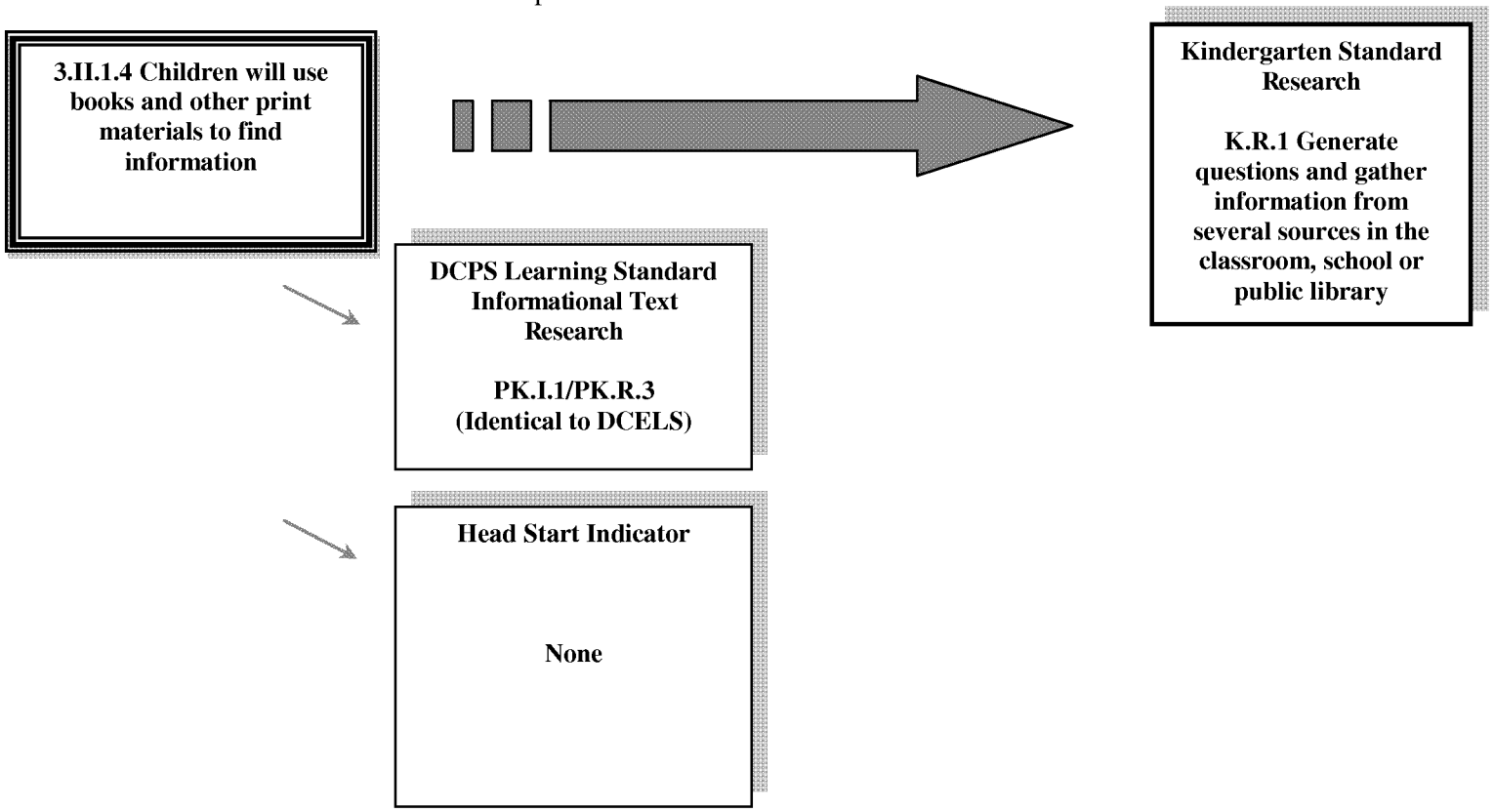

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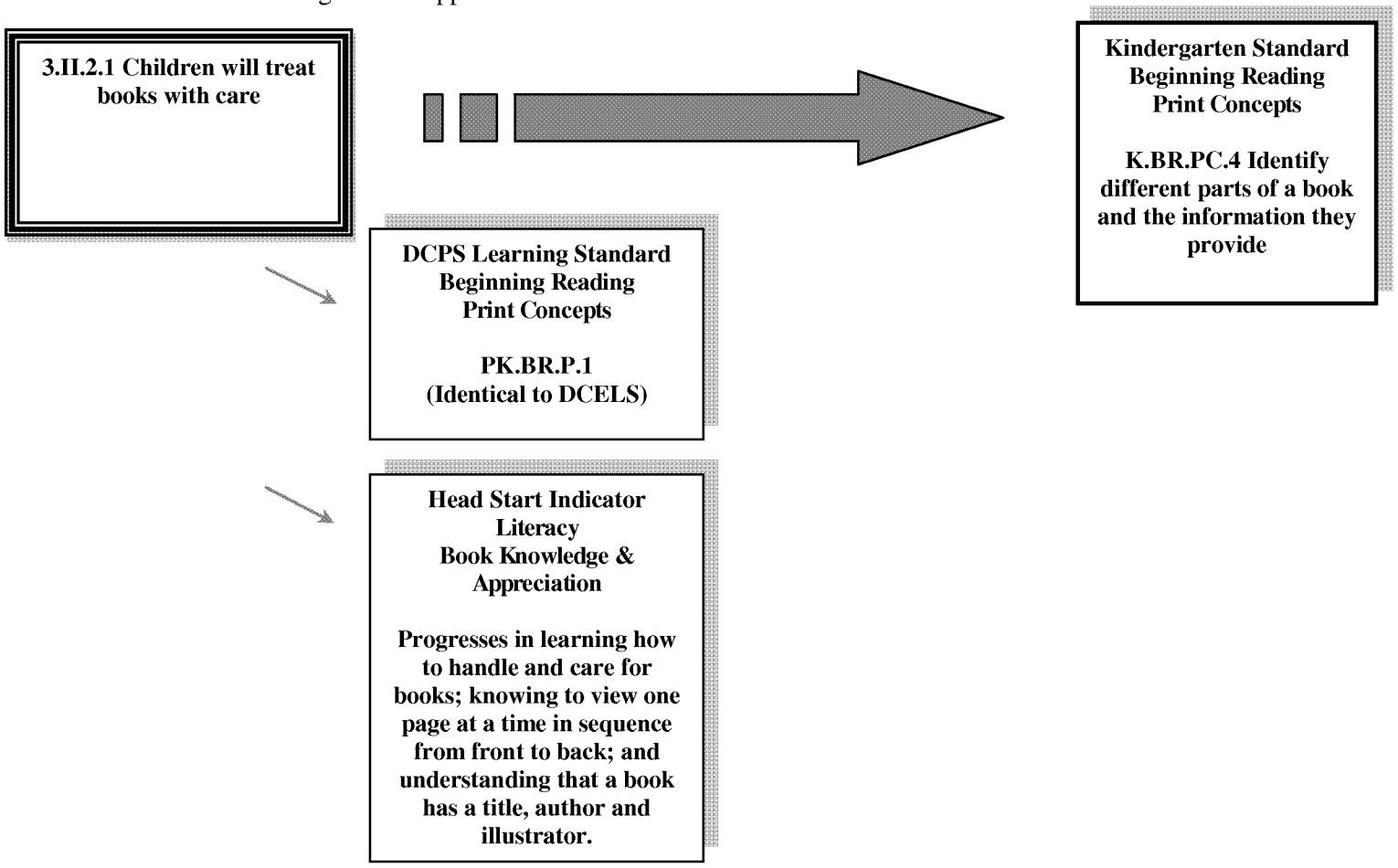
Domain 3: Language and Literacy – Reading

3.II.2 Children demonstrate knowledge of and appreciation for books



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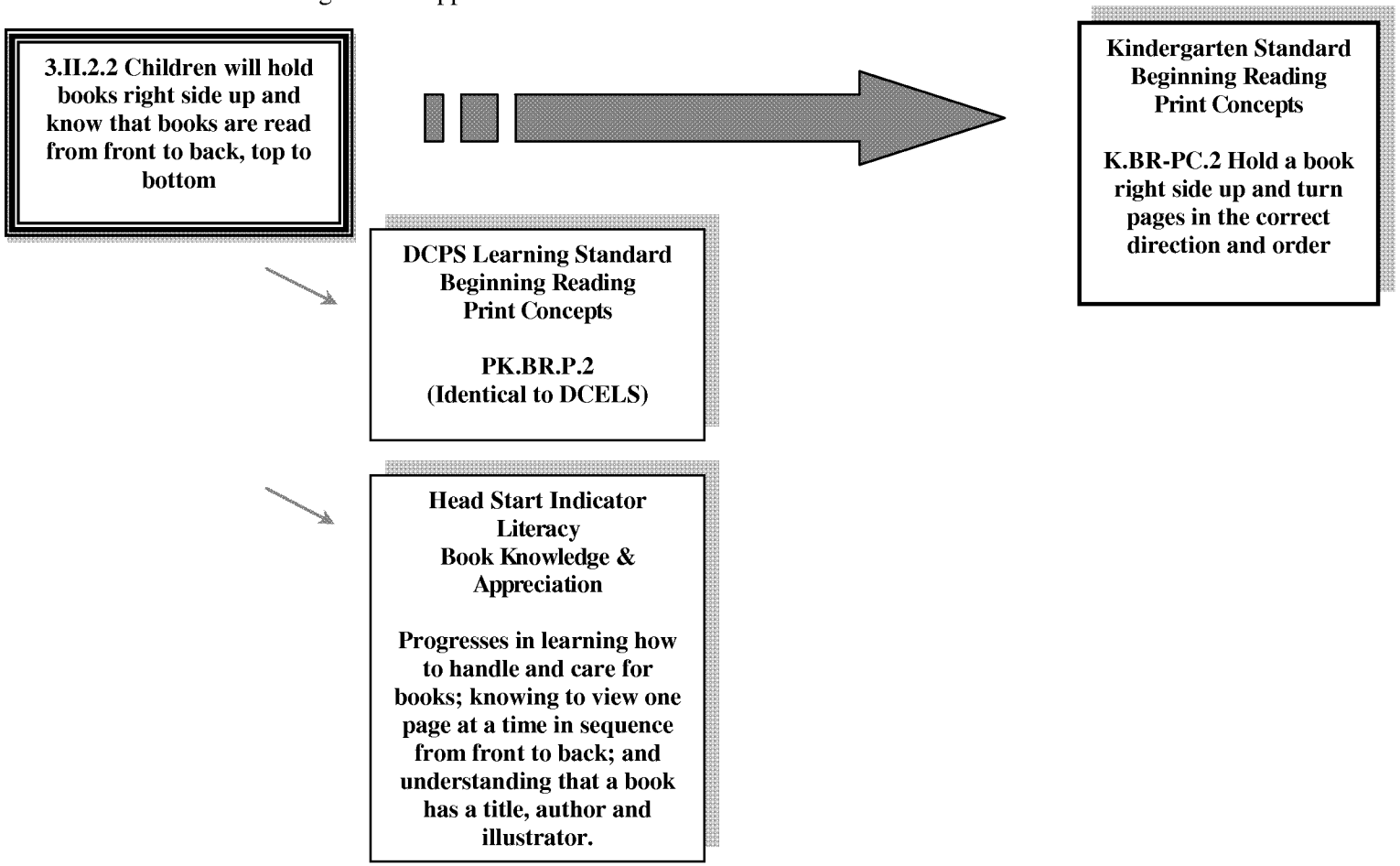

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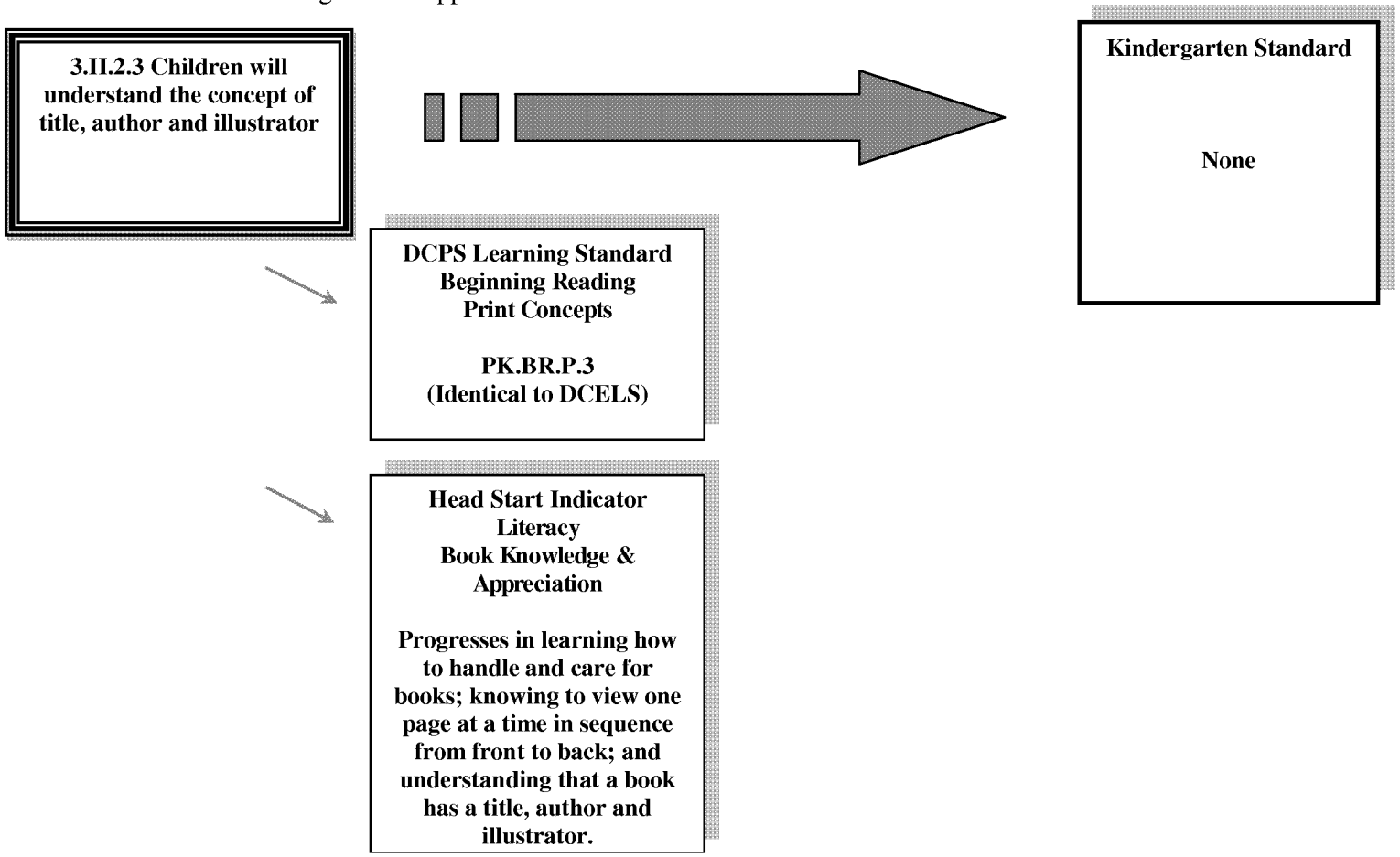
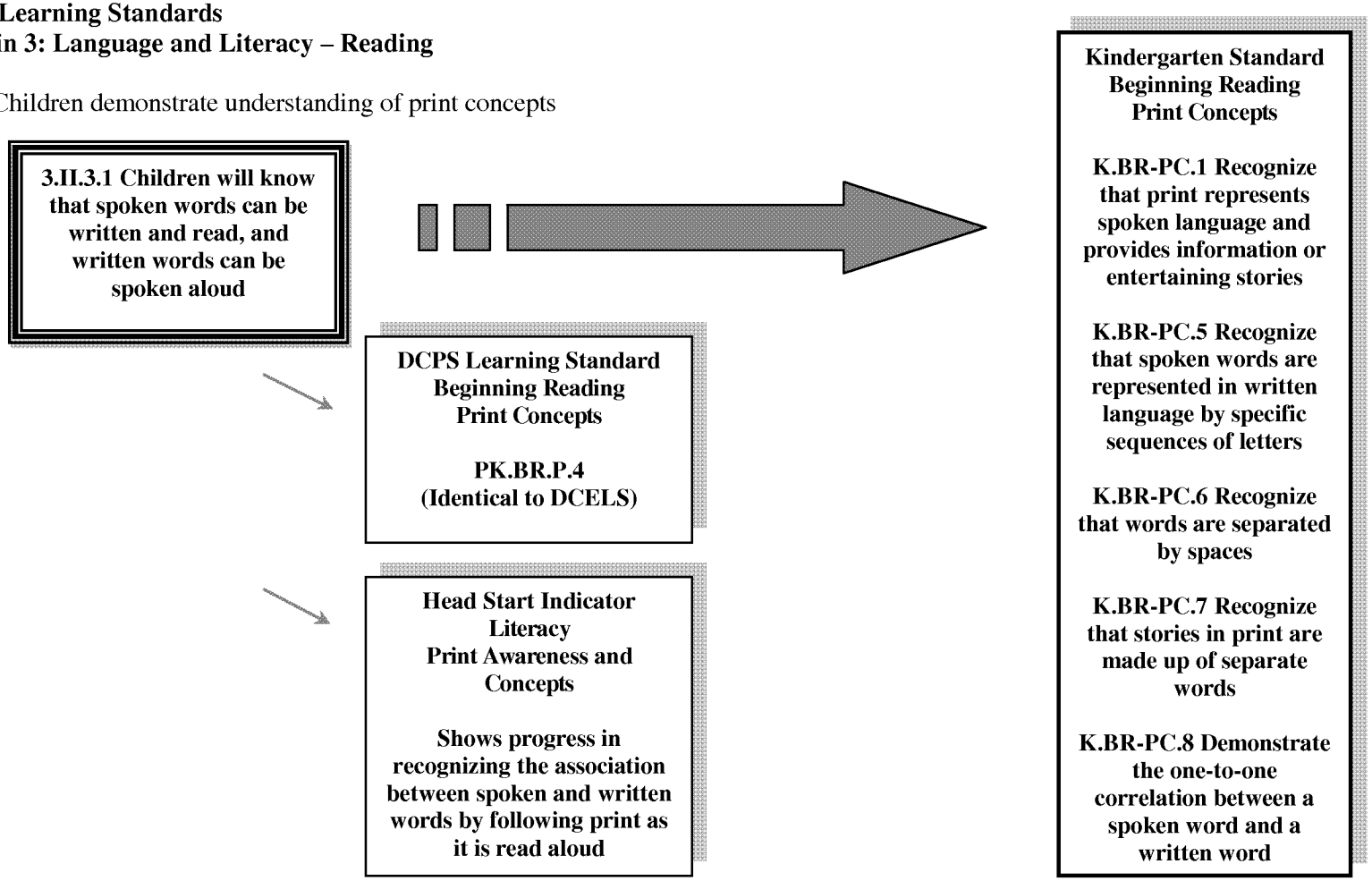


Early Learning Standards
Domain 3: Language and Literacy – Reading

3.II.3 Children demonstrate understanding of print concepts



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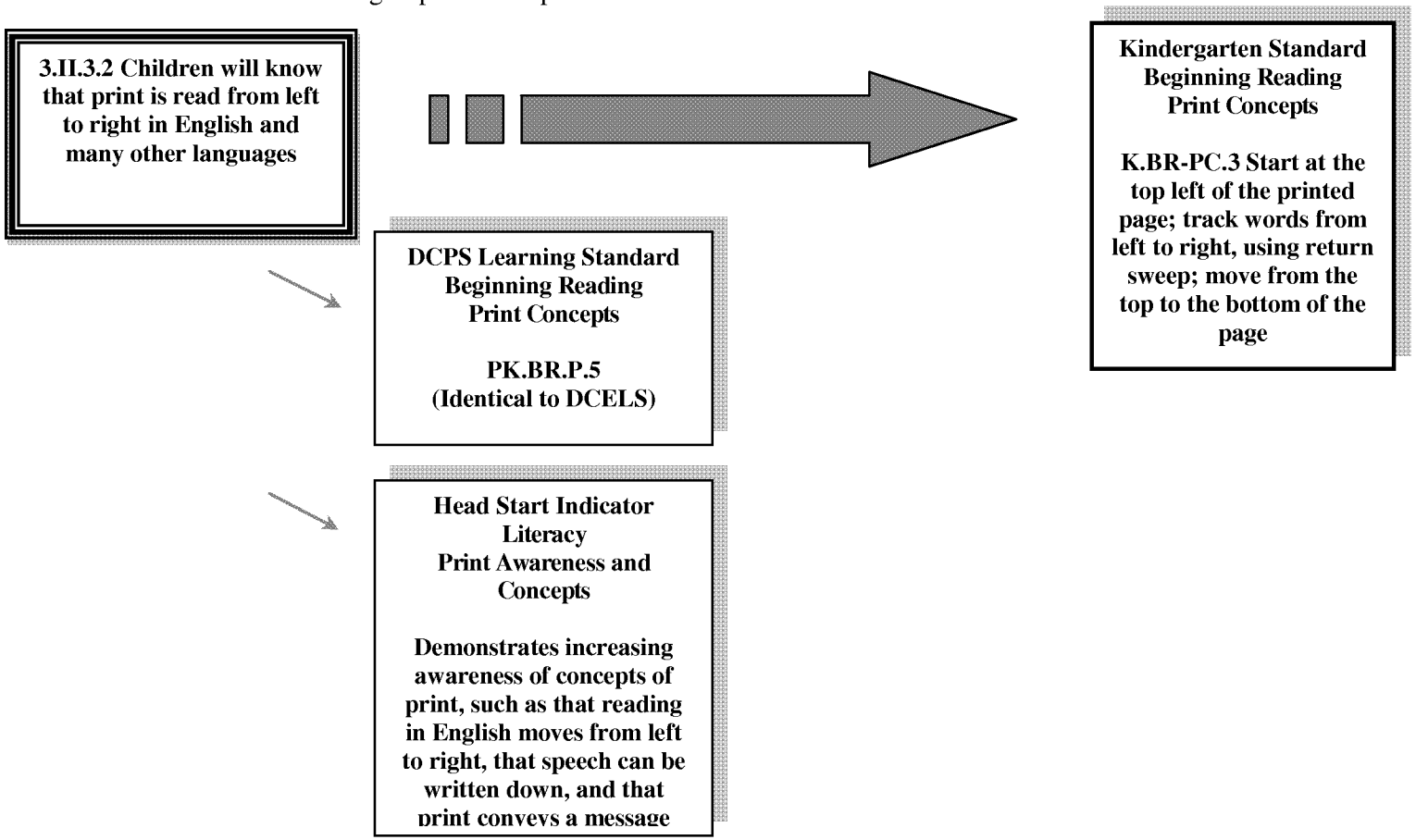
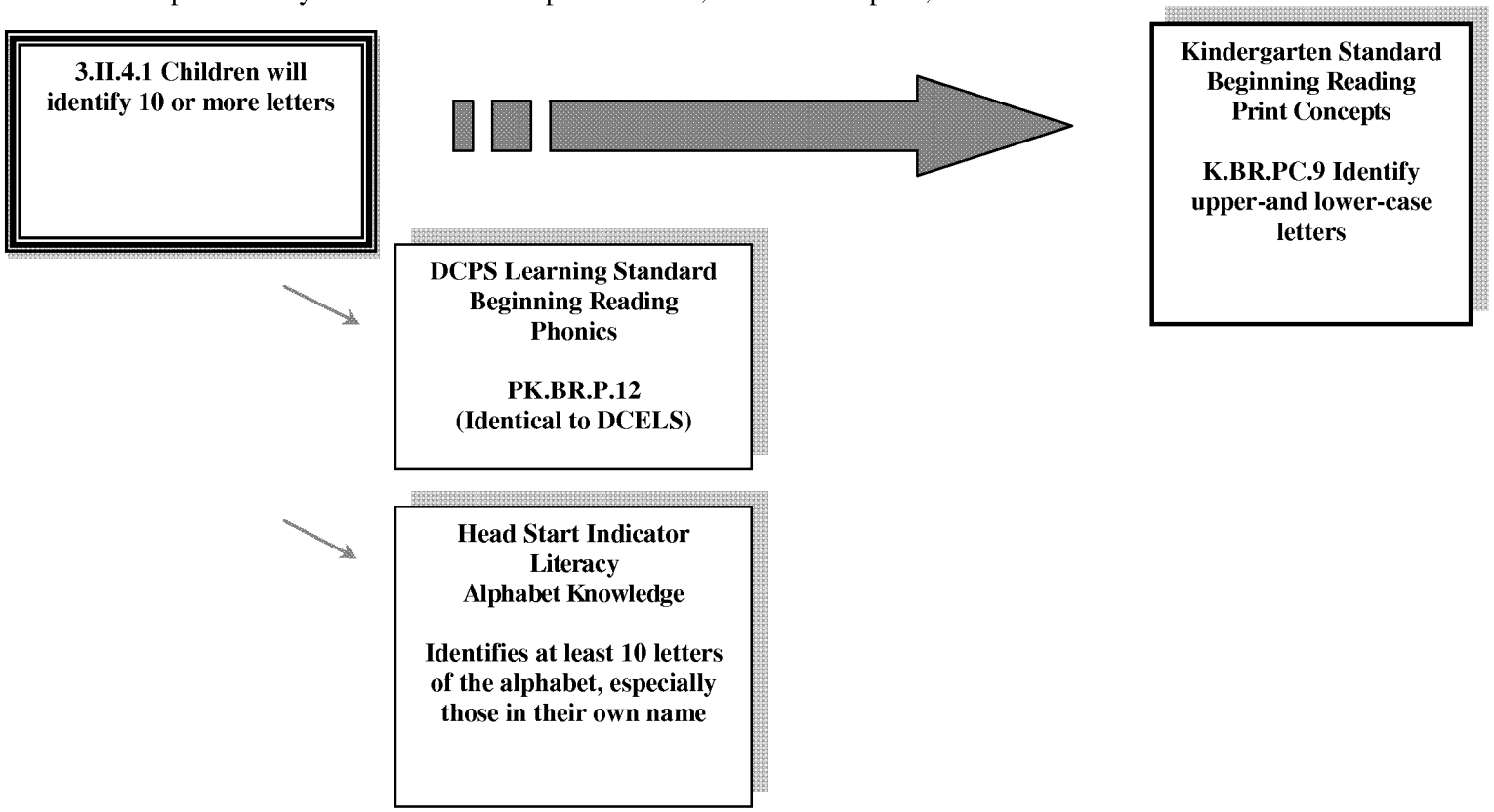


Early Learning Standards
Domain 3: Language and Literacy – Reading

3.II.4 Children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms



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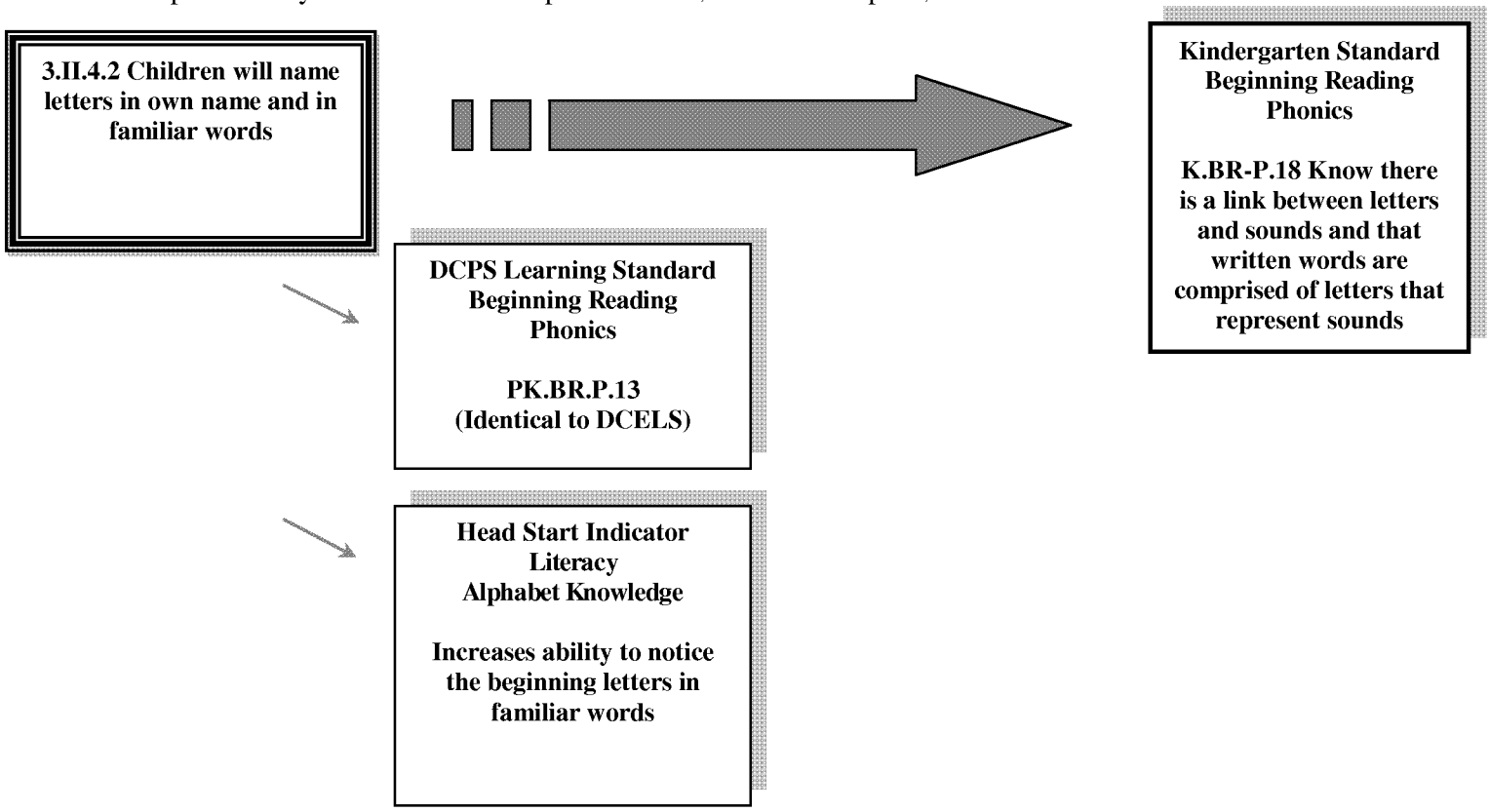

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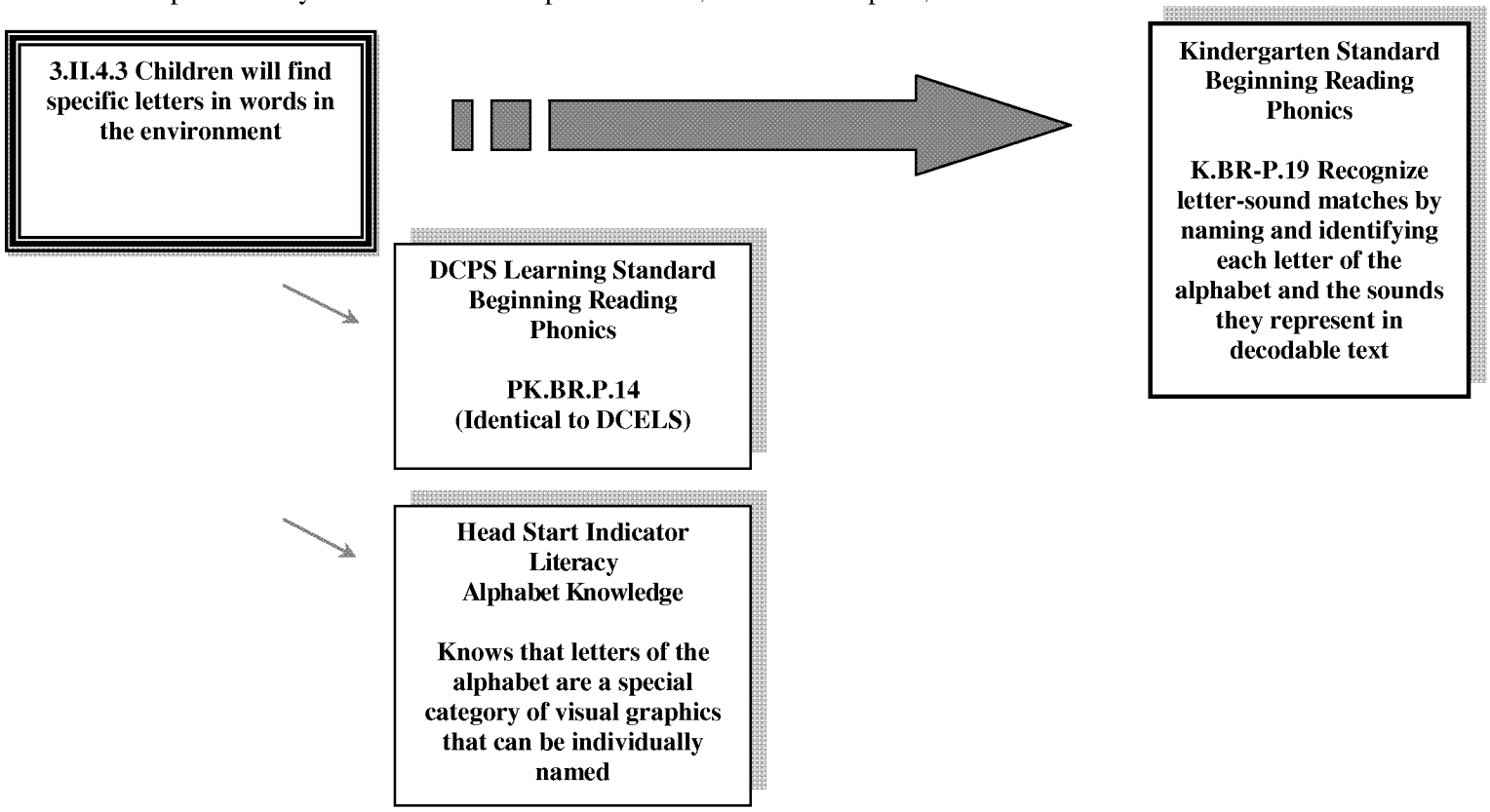
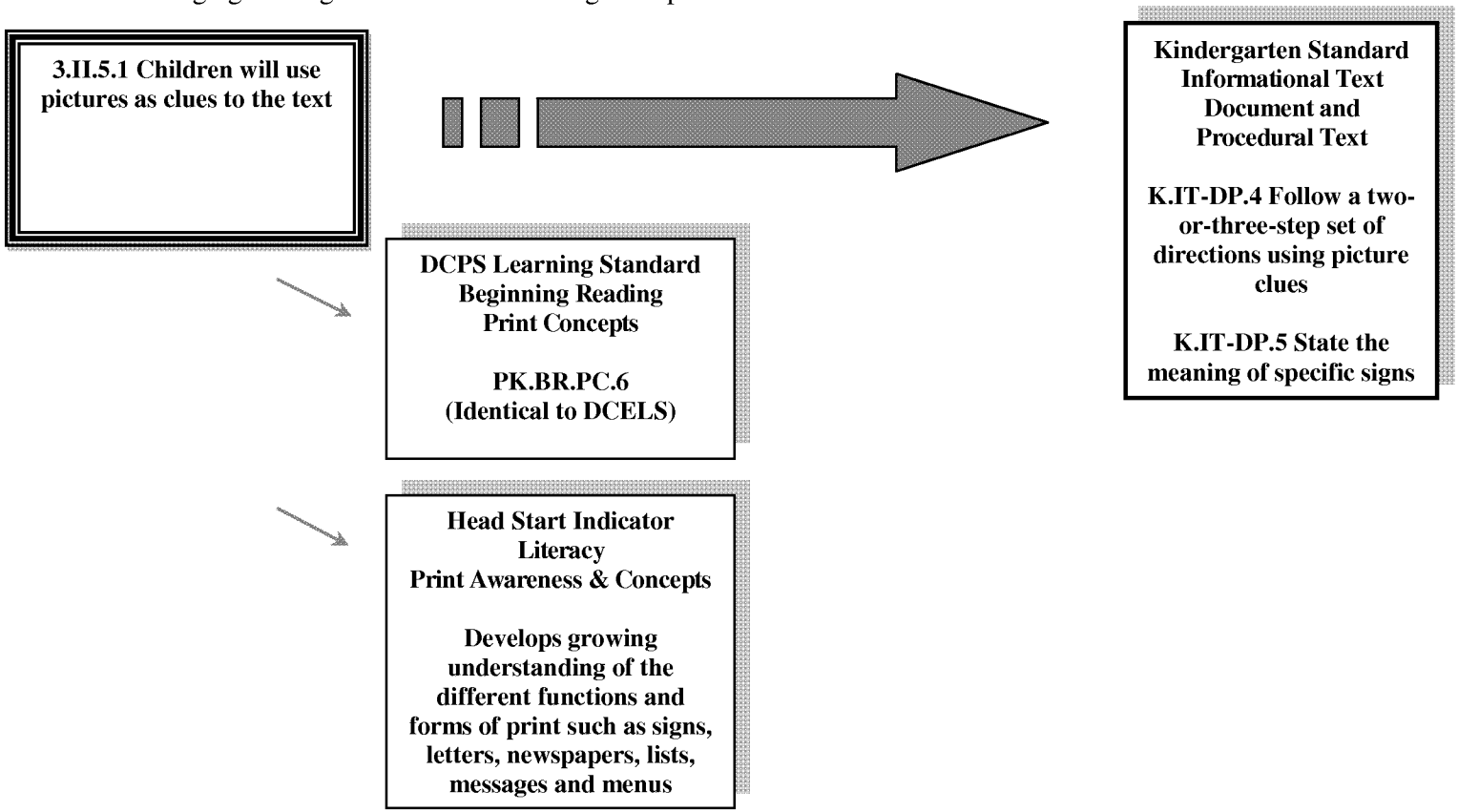


Early Learning Standards
Domain 3: Language and Literacy – Reading

3.II.5 Children use emerging reading skills to make meaning from print



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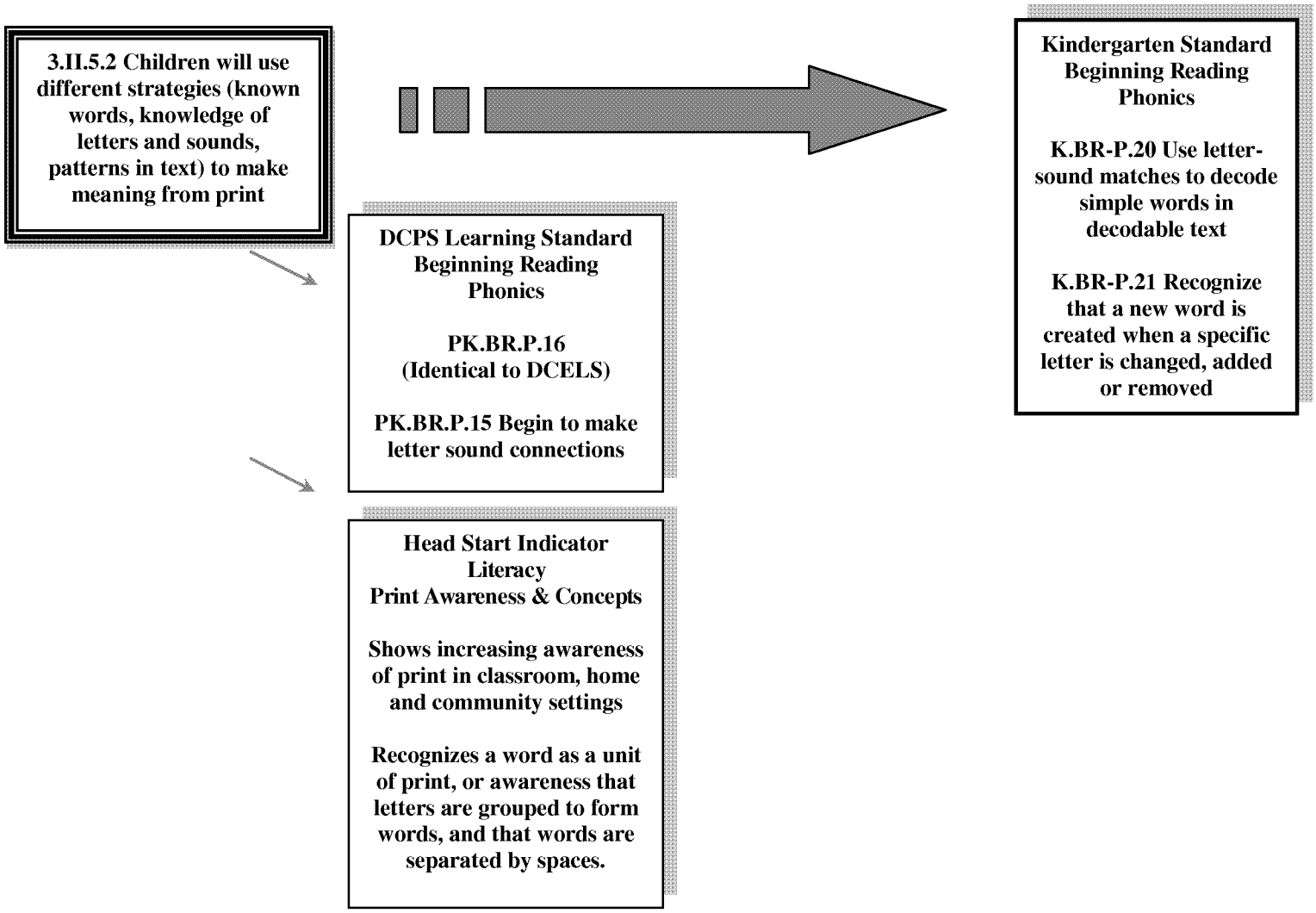
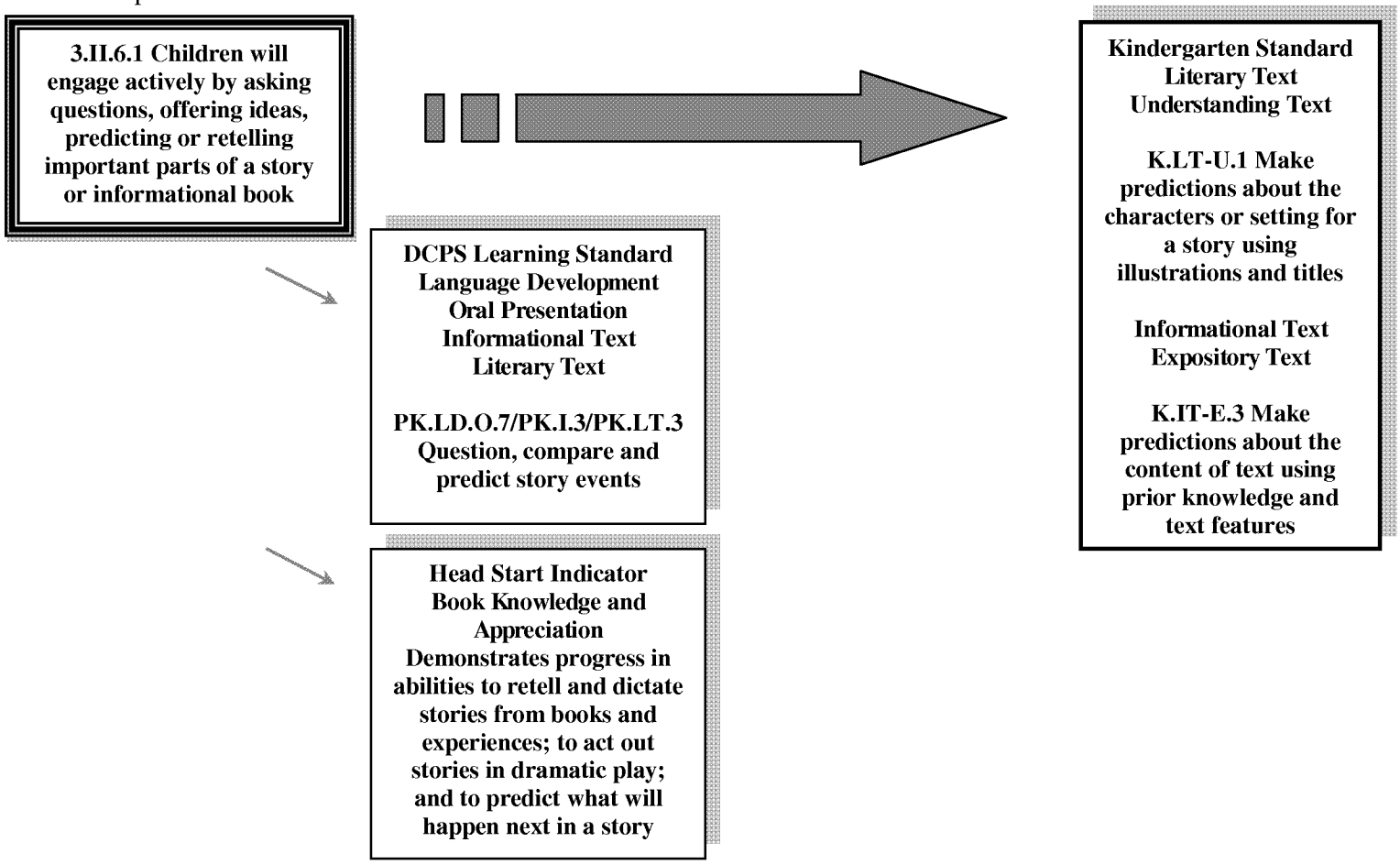


Early Learning Standards
Domain 3: Language and Literacy – Reading

3.II.6 Children comprehend stories and other texts



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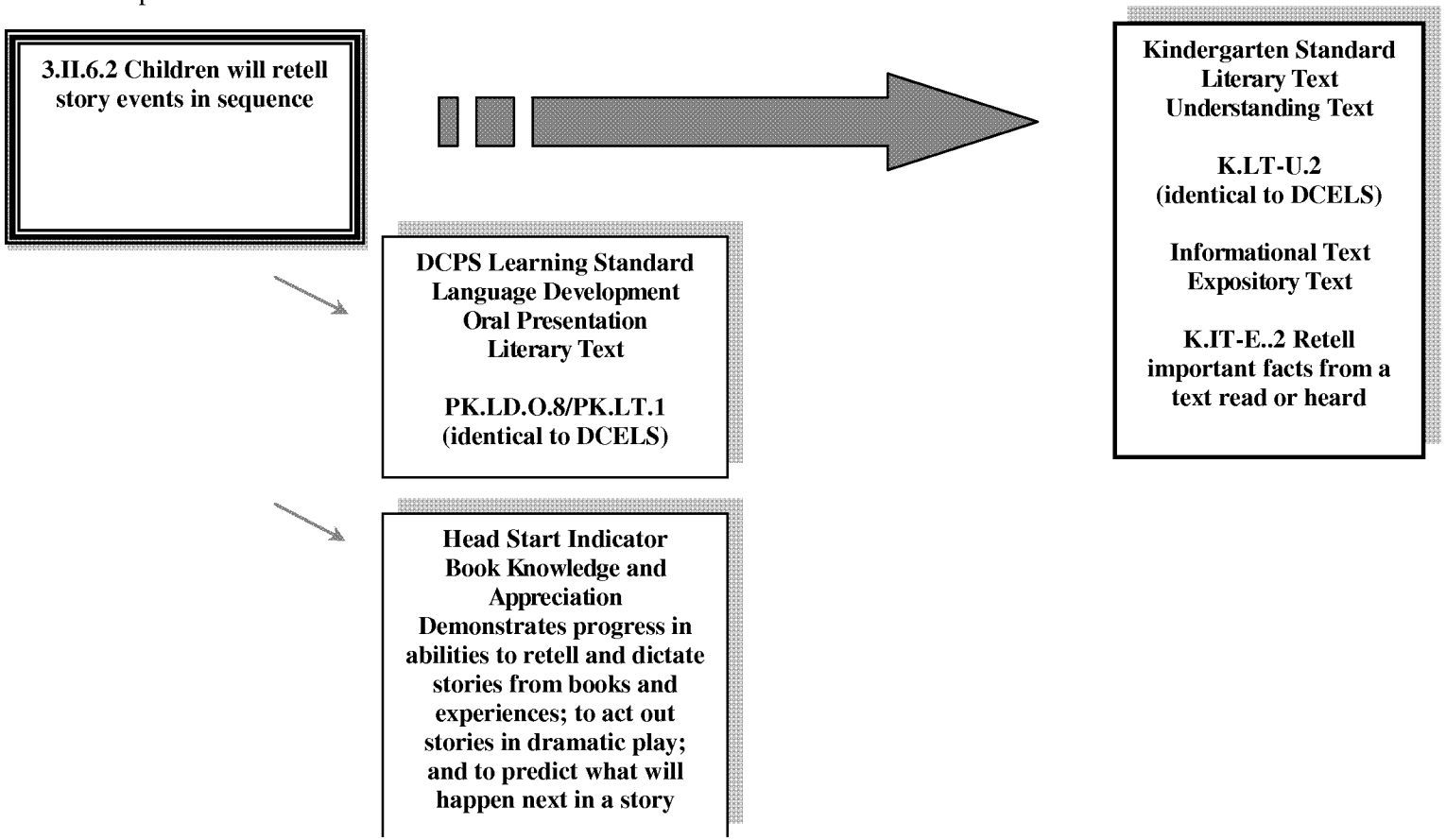

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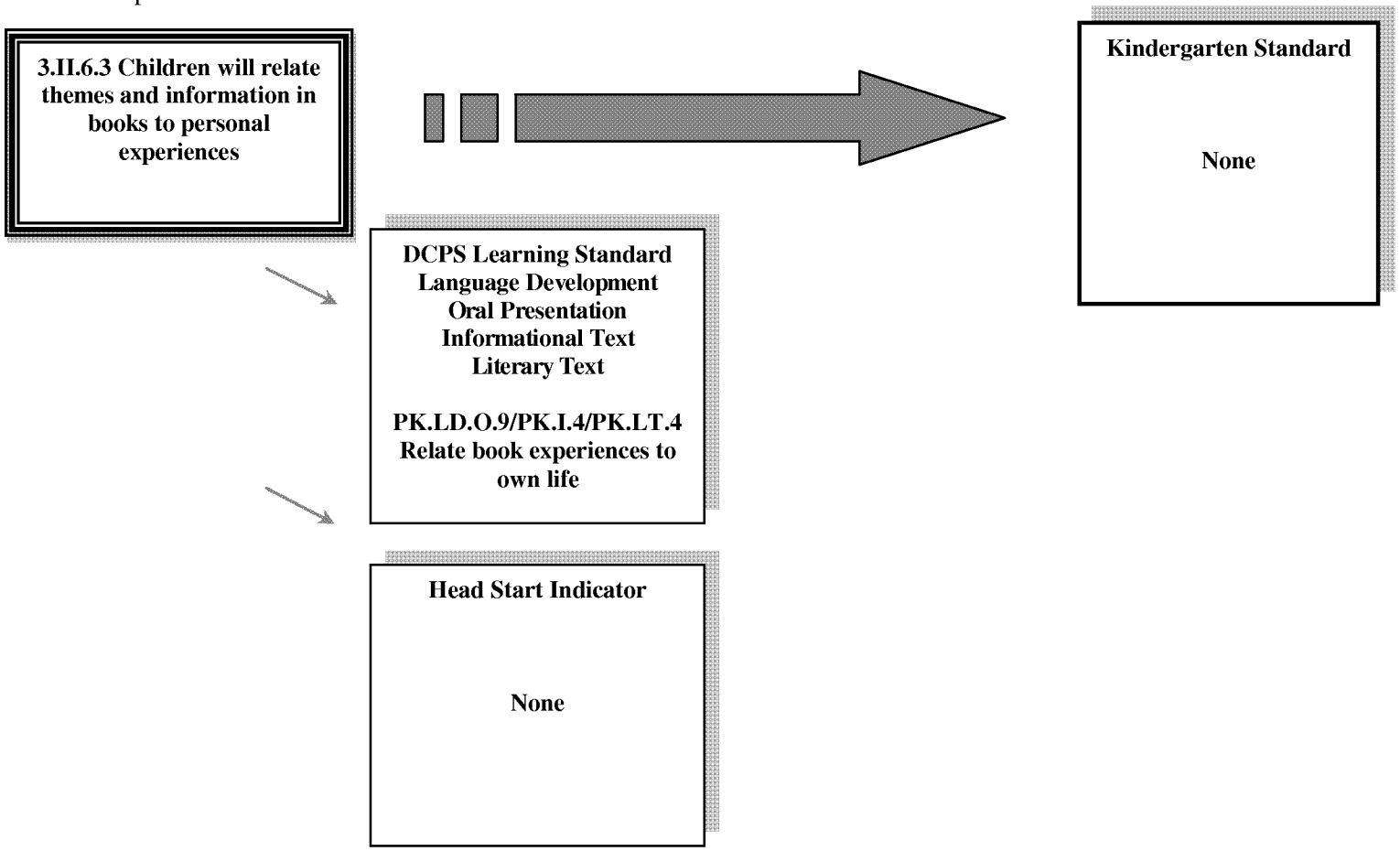
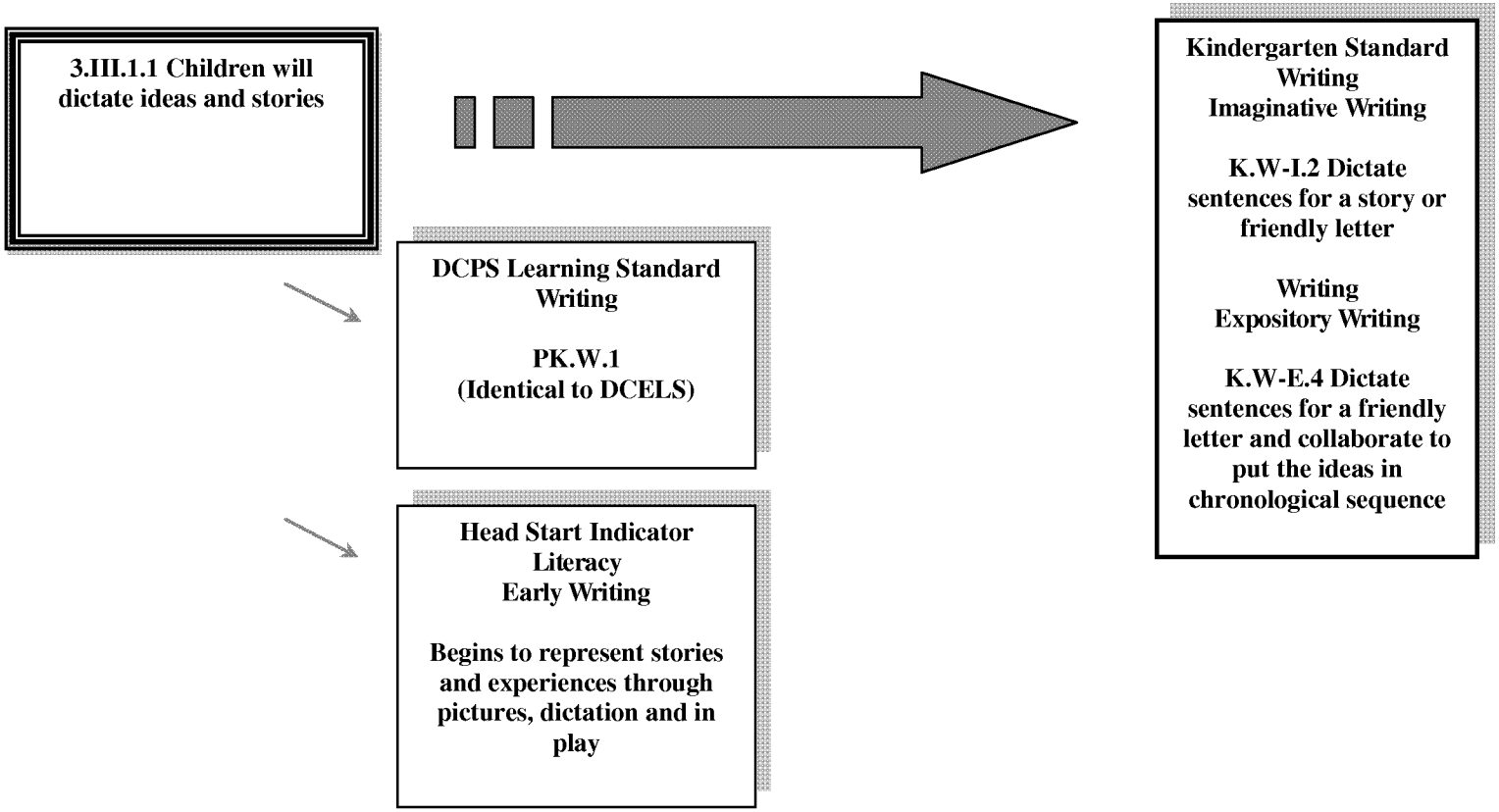


Early Learning Standards
Domain 3: Language and Literacy – Writing

3.III.1 Children understand the purposes of writing



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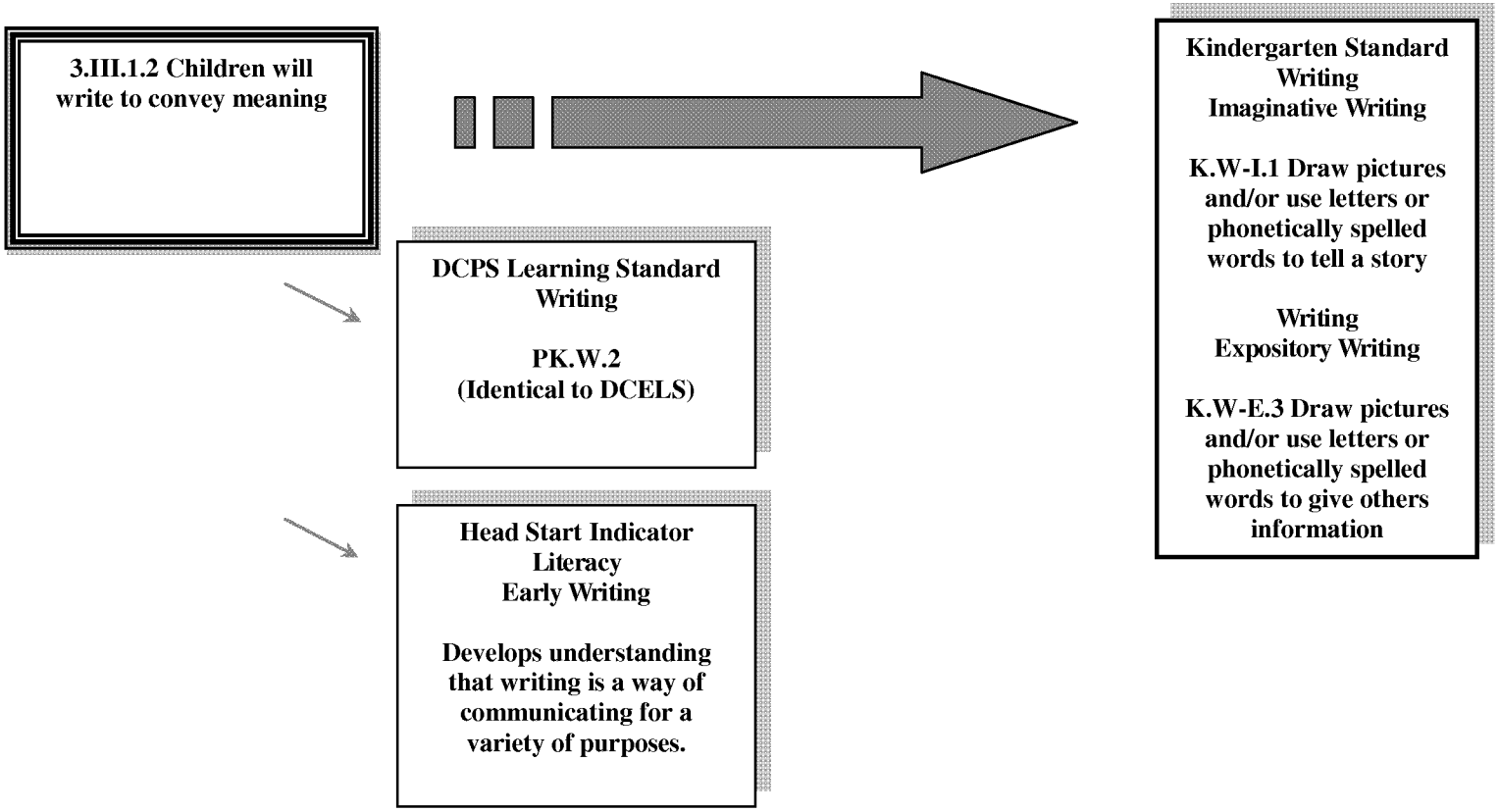
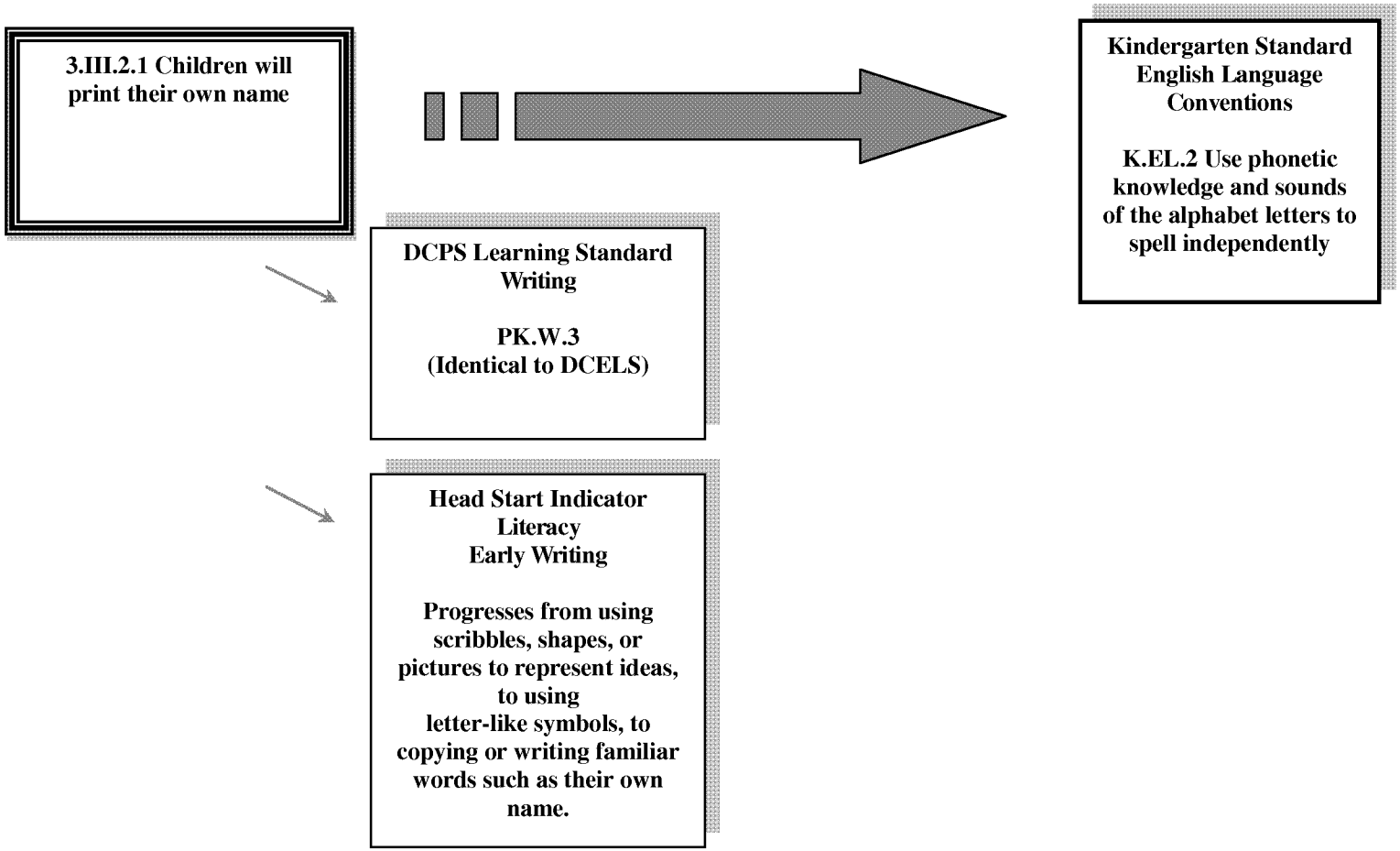


Early Learning Standards
Domain 3: Language and Literacy – Writing

3.III.2 Children use emergent writing skills to make letters and words in many settings and for many purposes



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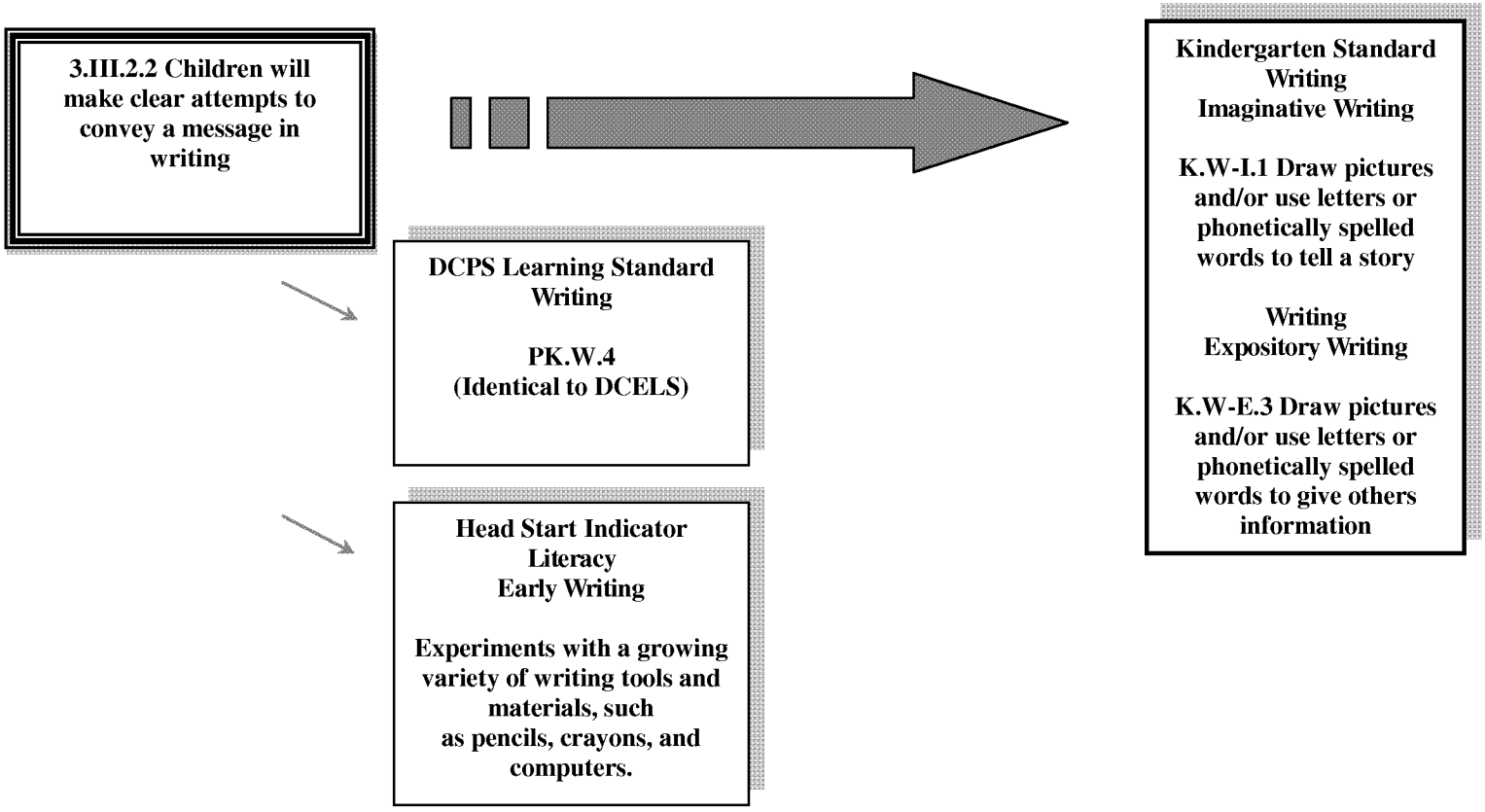

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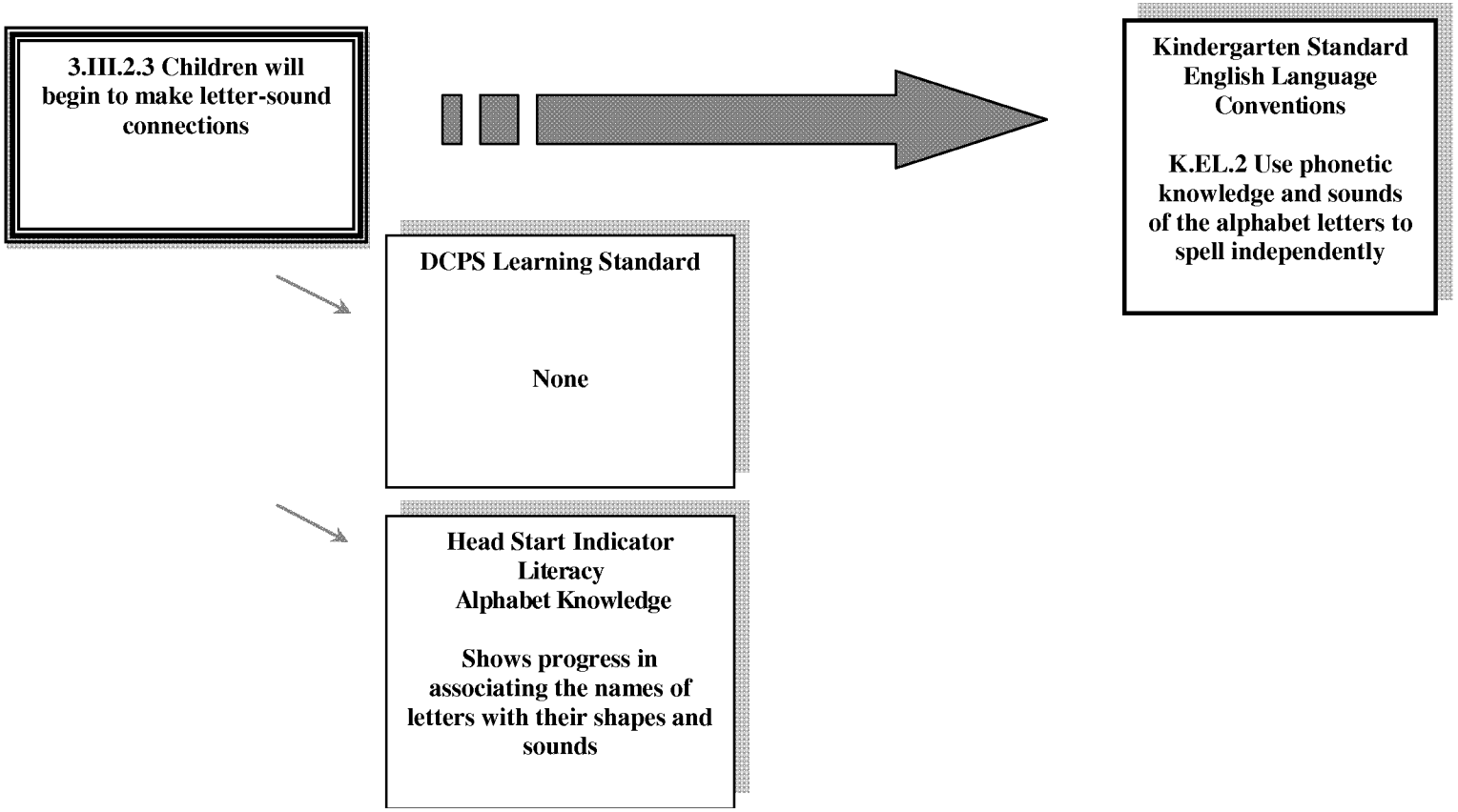

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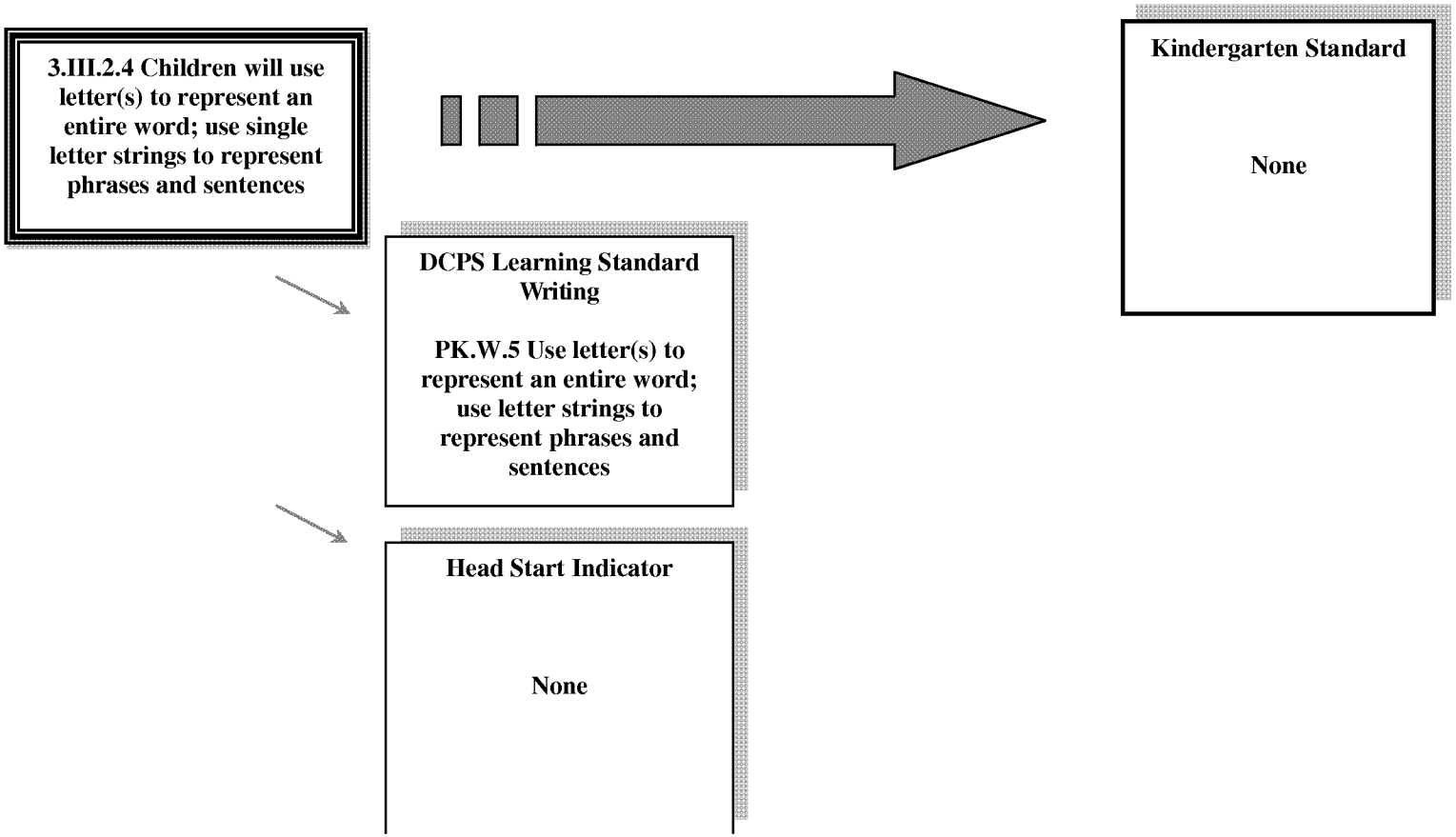
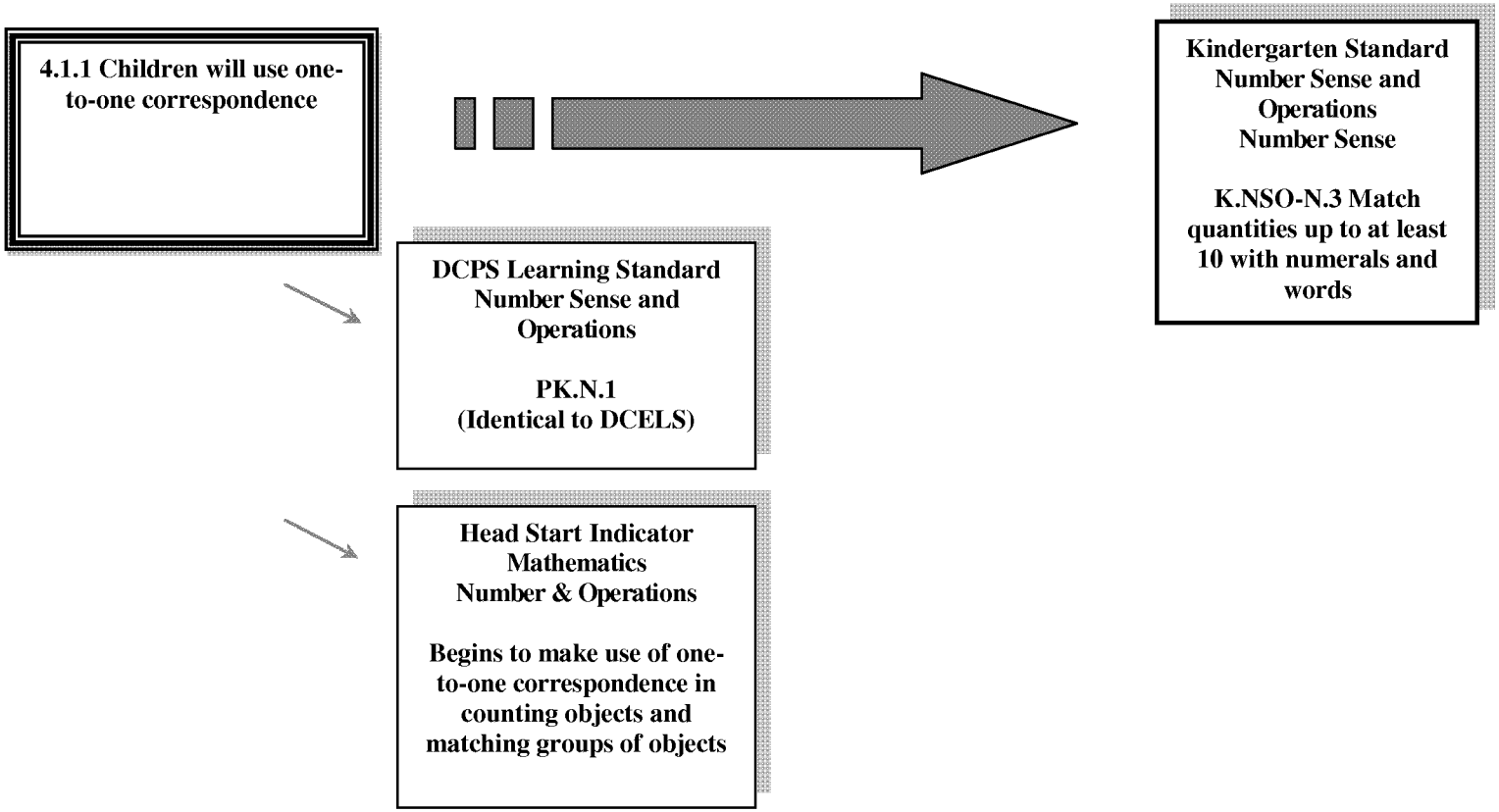


Early Learning Standards
Domain 4: Mathematical Thinking[iv]

Mathematics helps children make sense of the world around them and understand the physical world. Through math experiences, children learn to make comparisons, notice similarities and differences, organize information into categories, quantify data and solve problems. They learn about time, space, numbers, and increasingly develop vocabulary and skills to measure, describe patterns, and talk about order and position.

4.1 Number Concepts – Children demonstrate a beginning understanding of number and operations and how they relate to one another



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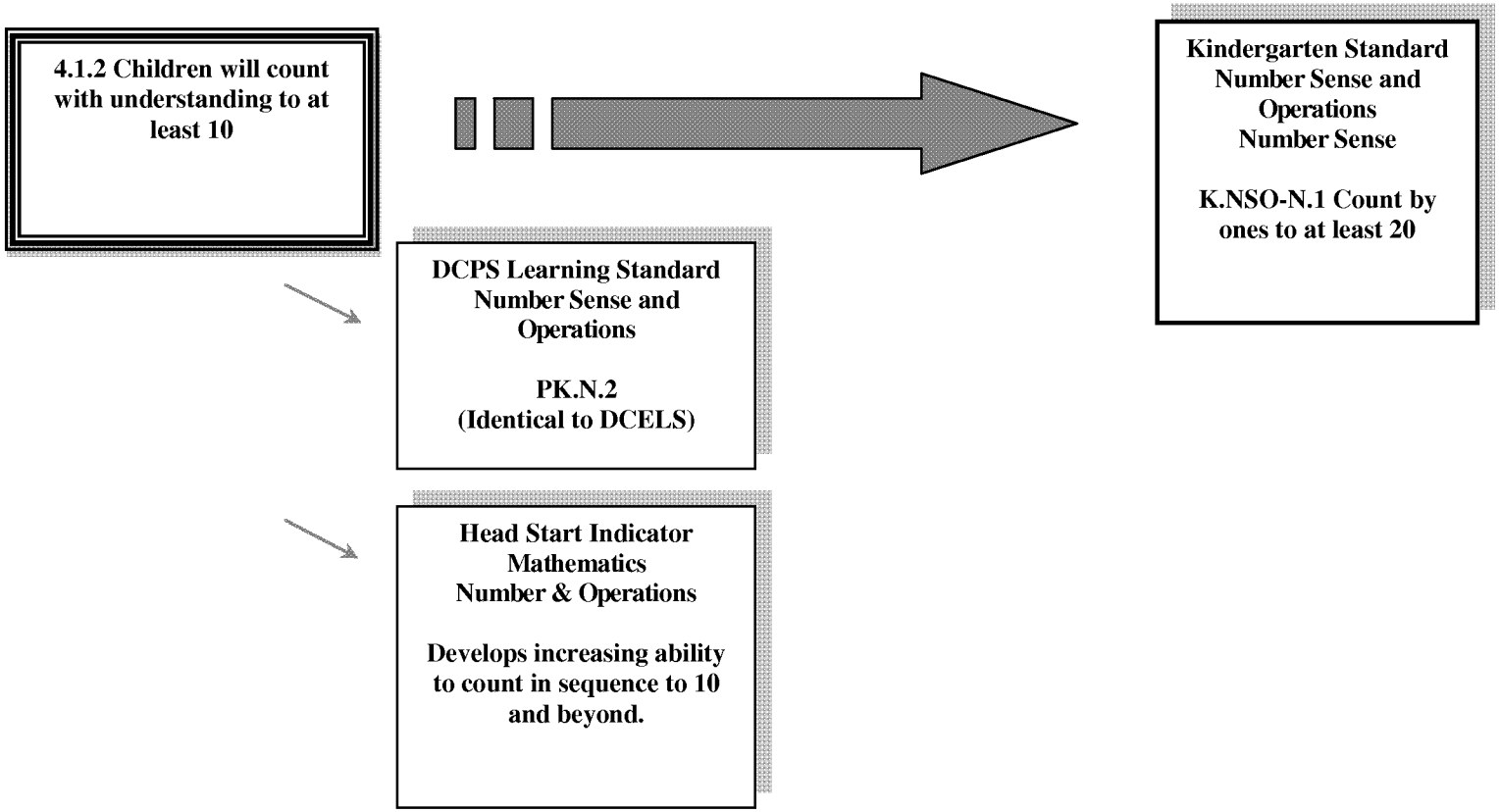

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Domain 4: Mathematical Thinking

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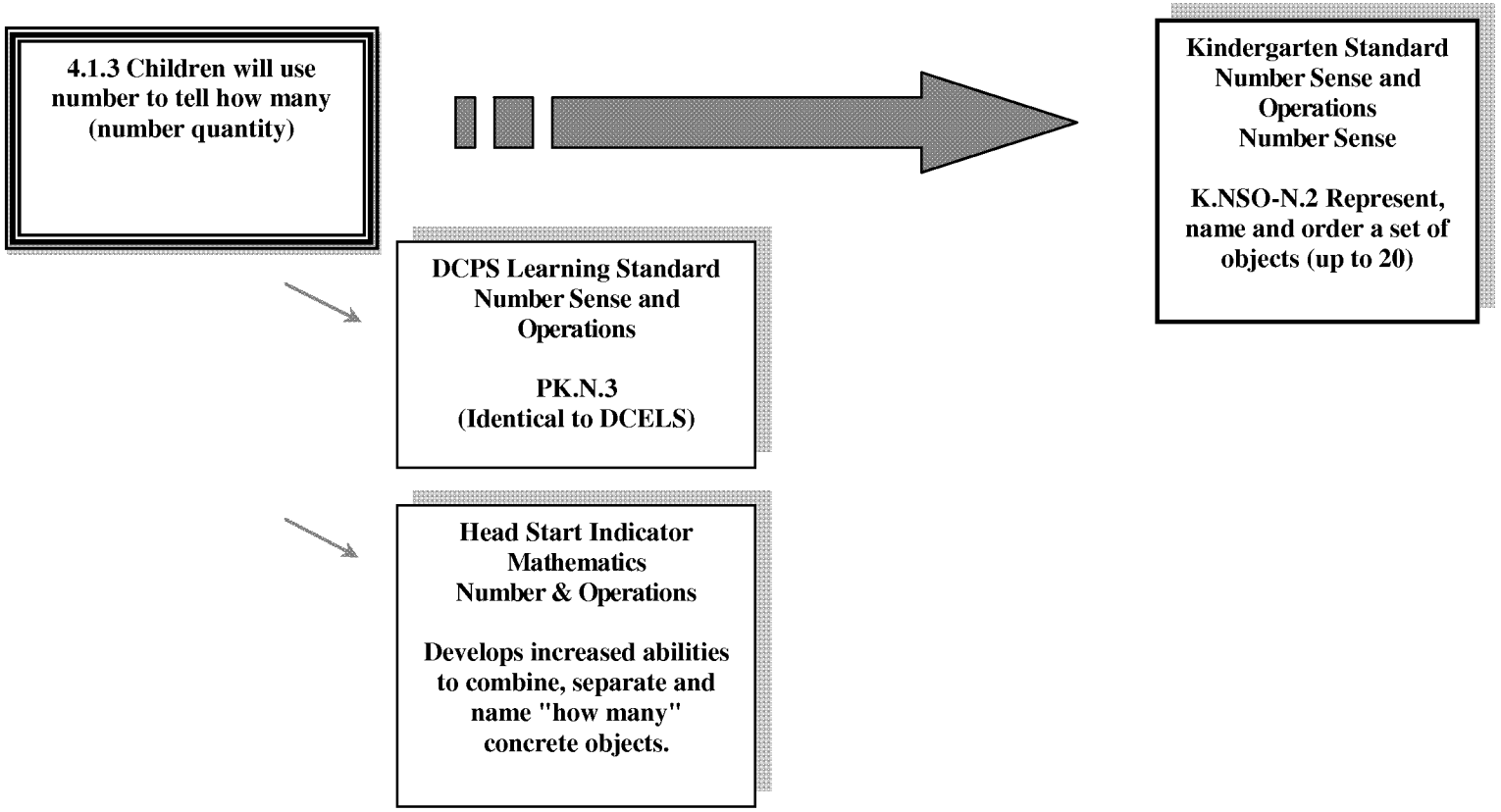

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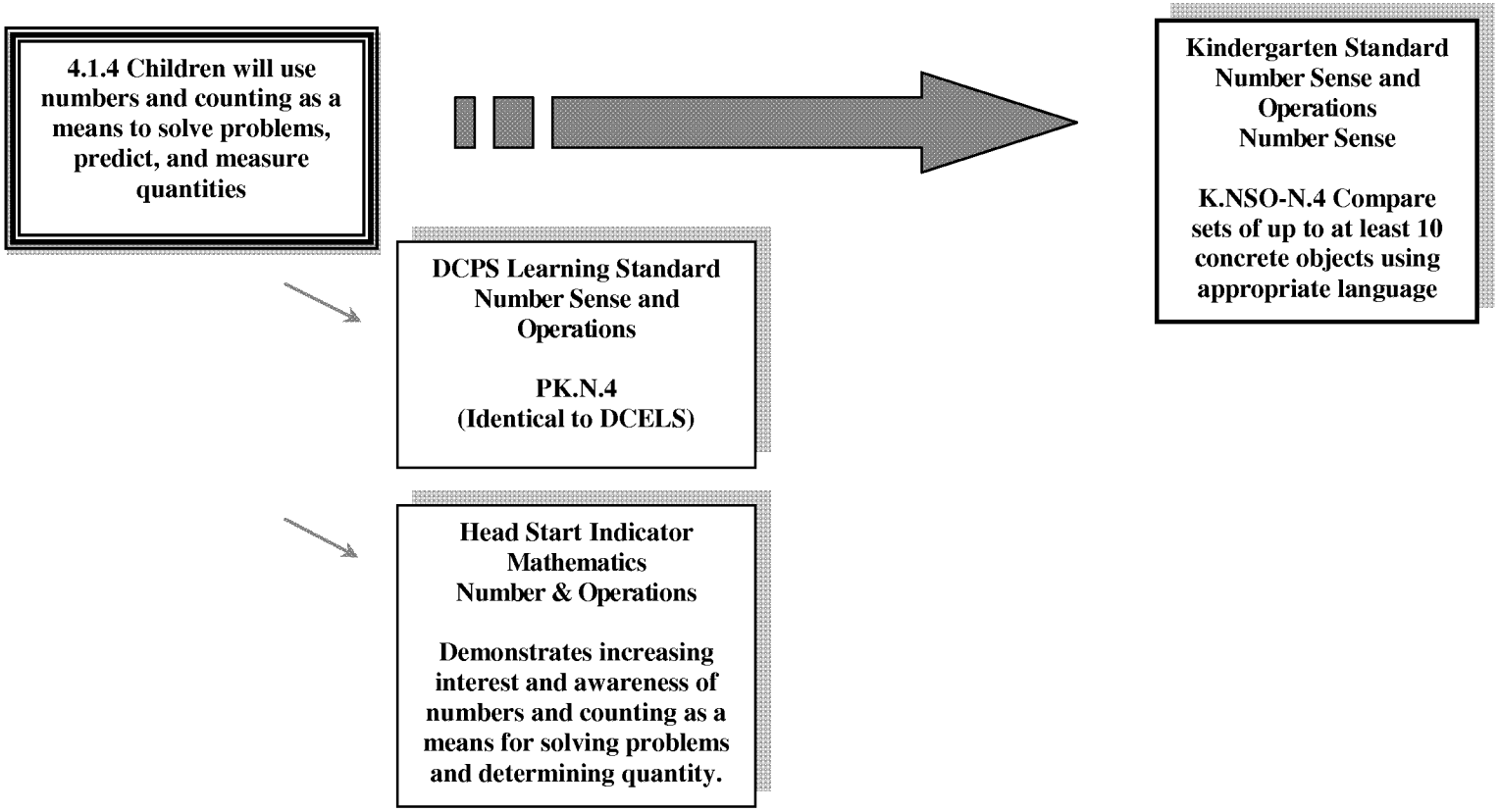

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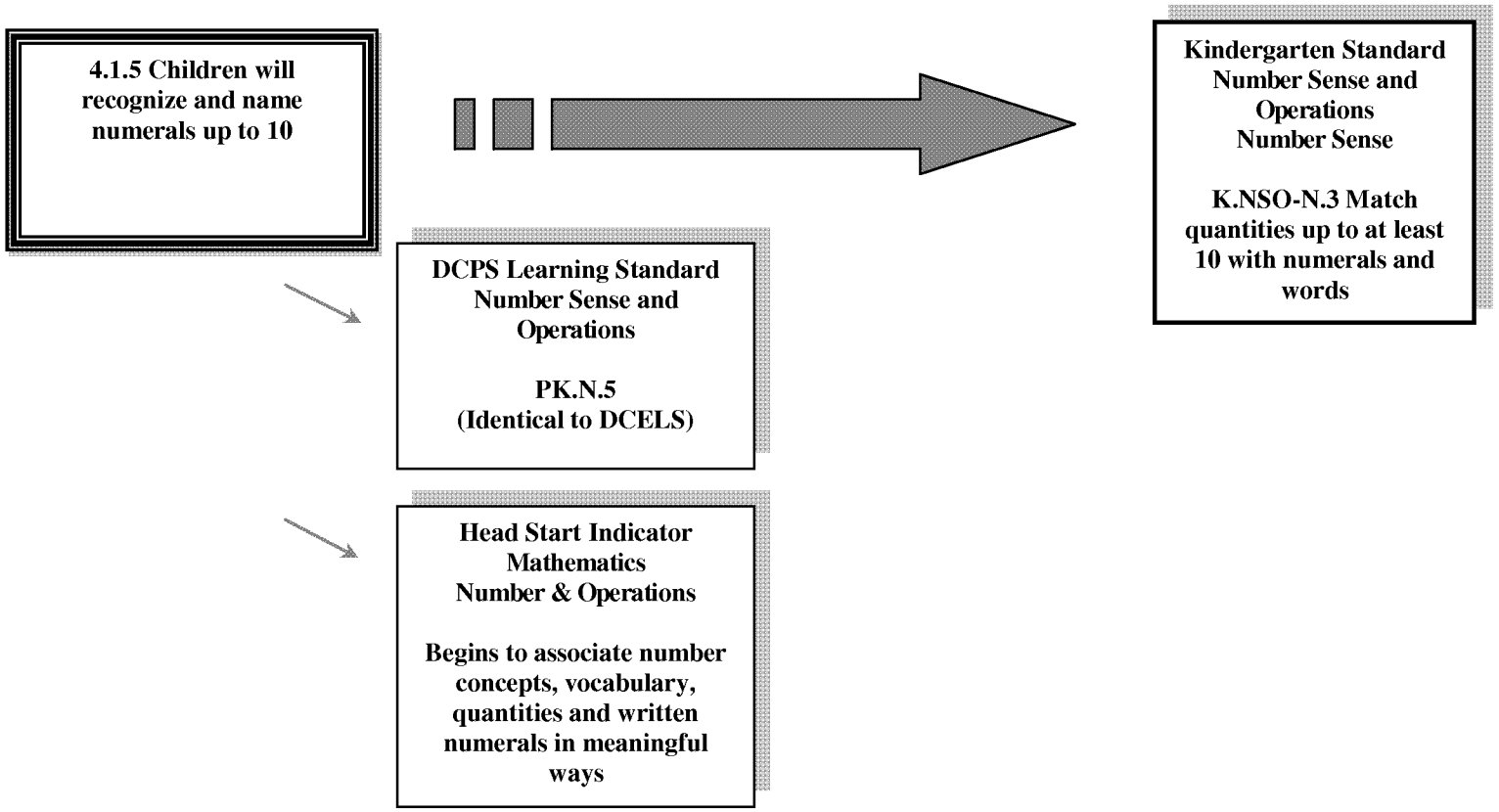

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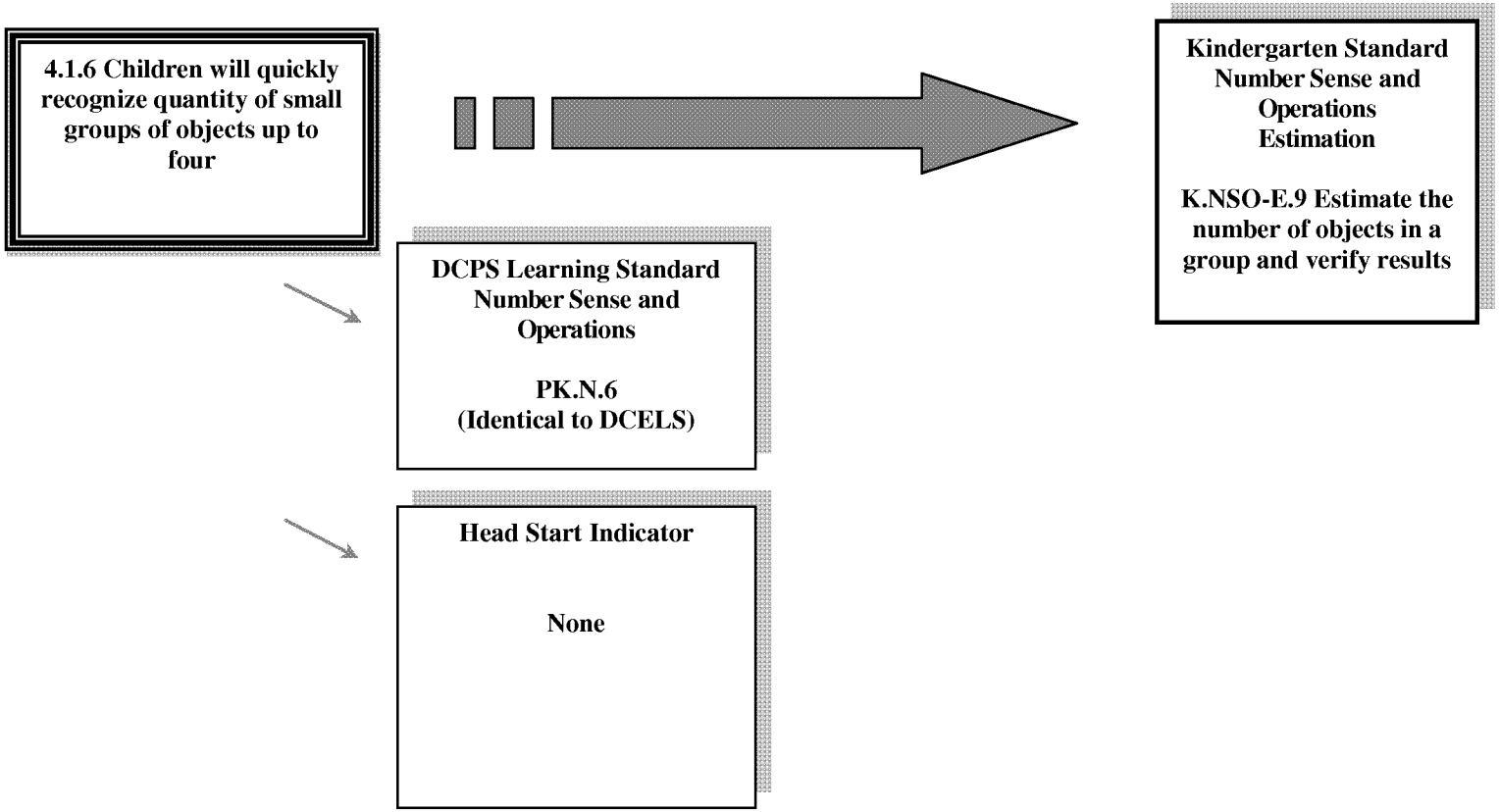

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Domain 4: Mathematical Thinking

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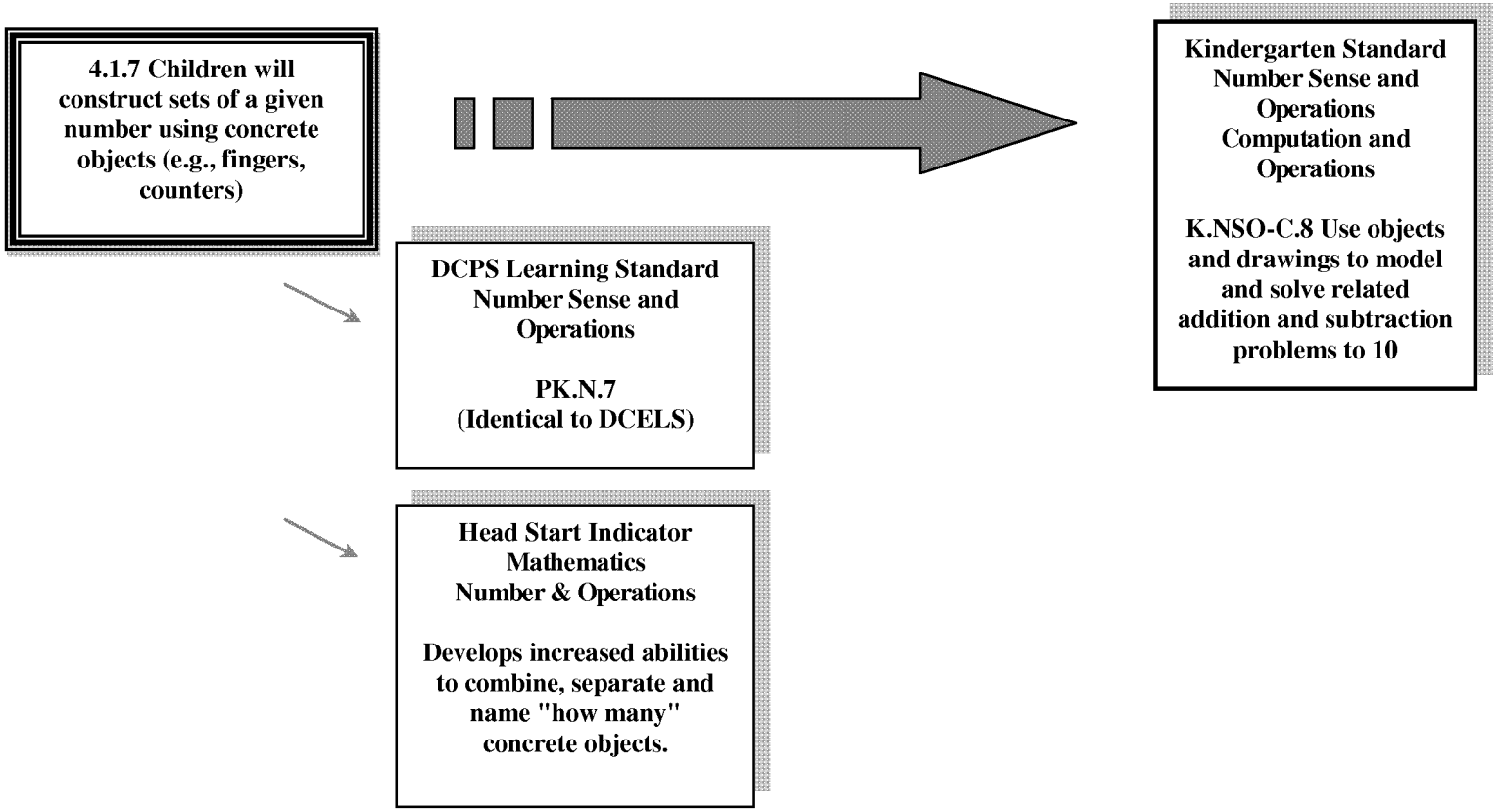

Early Learning Standards
Domain 4: Mathematical Thinking

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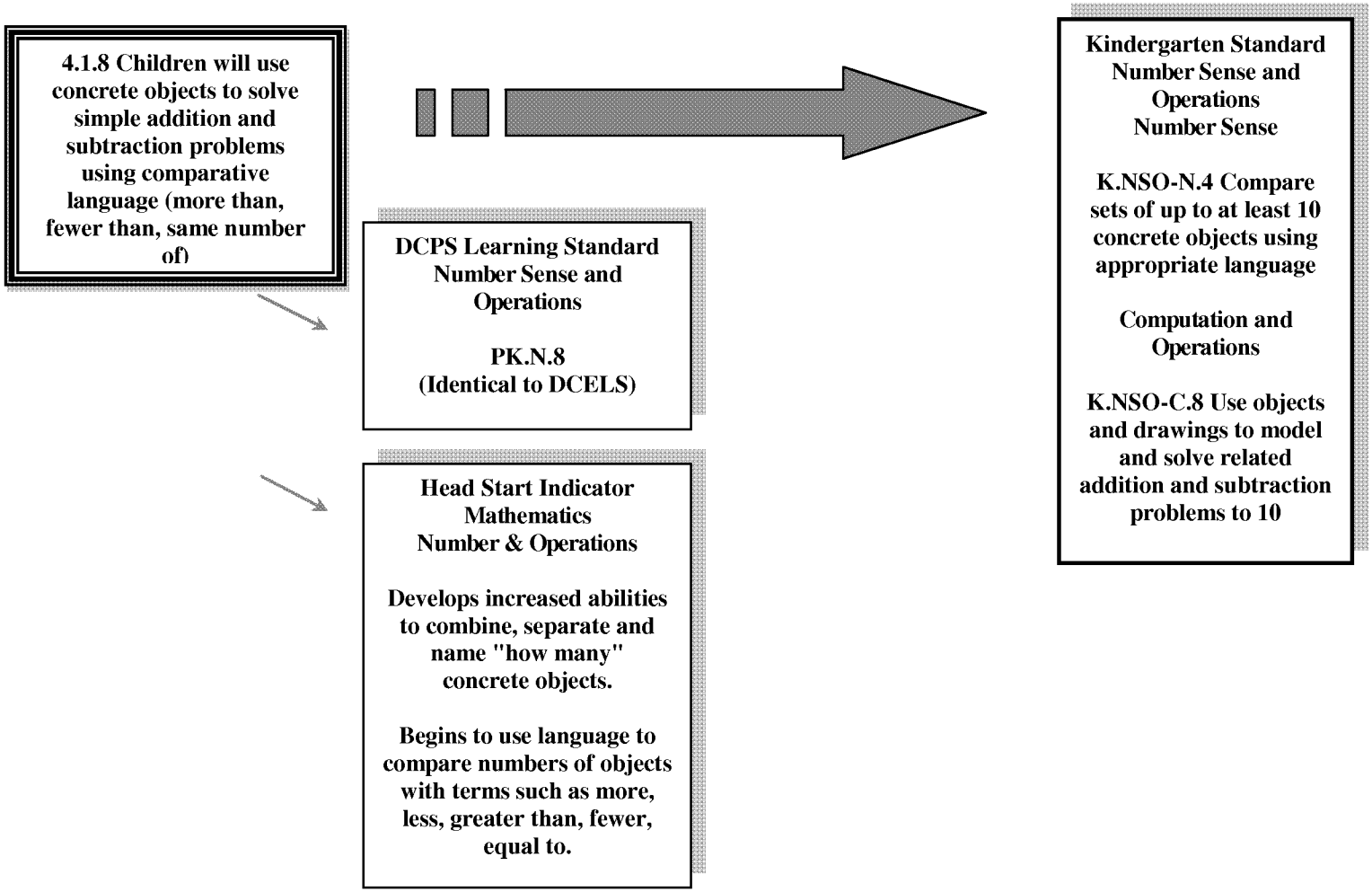

Early Learning Standards
Domain 4: Mathematical Thinking

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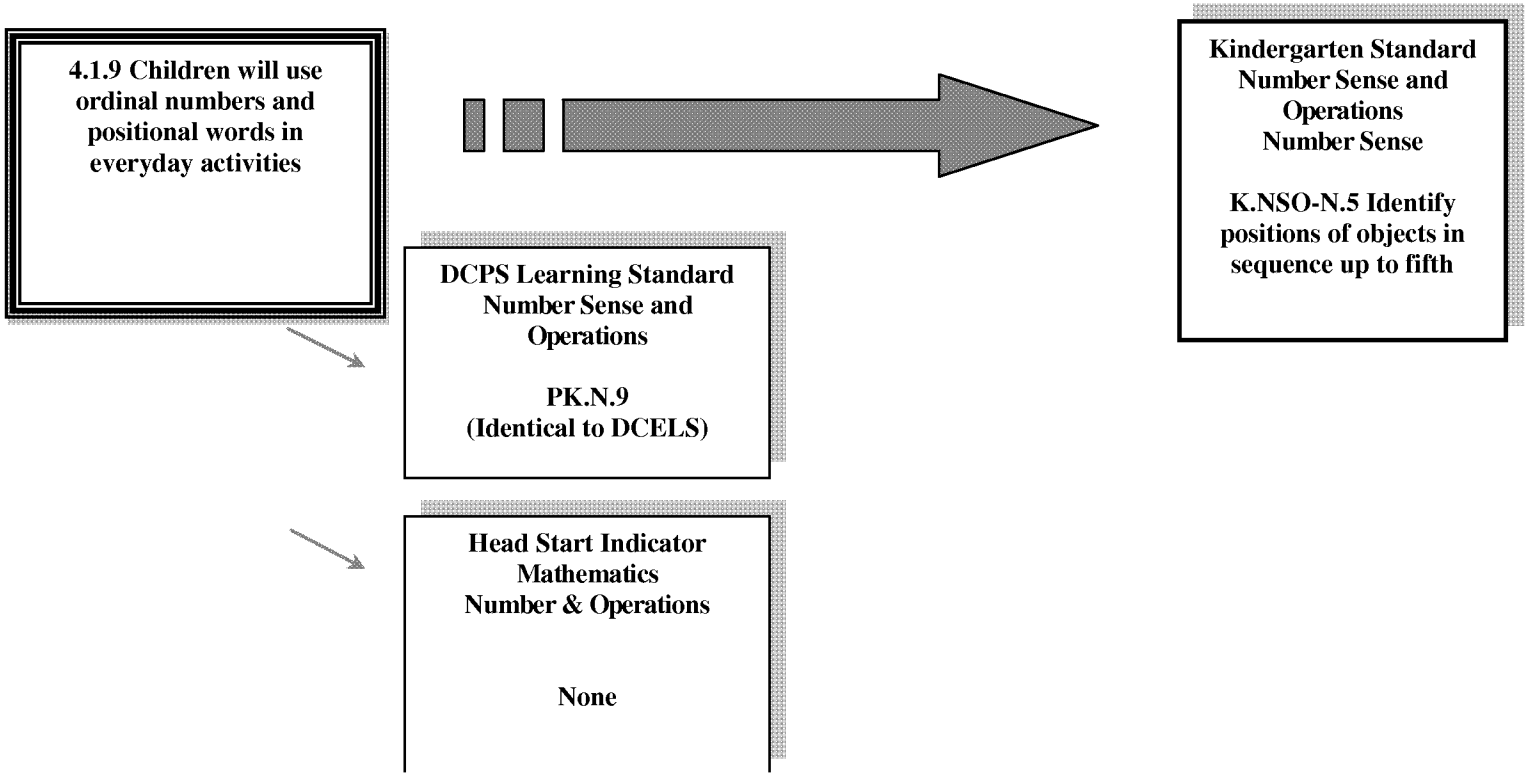
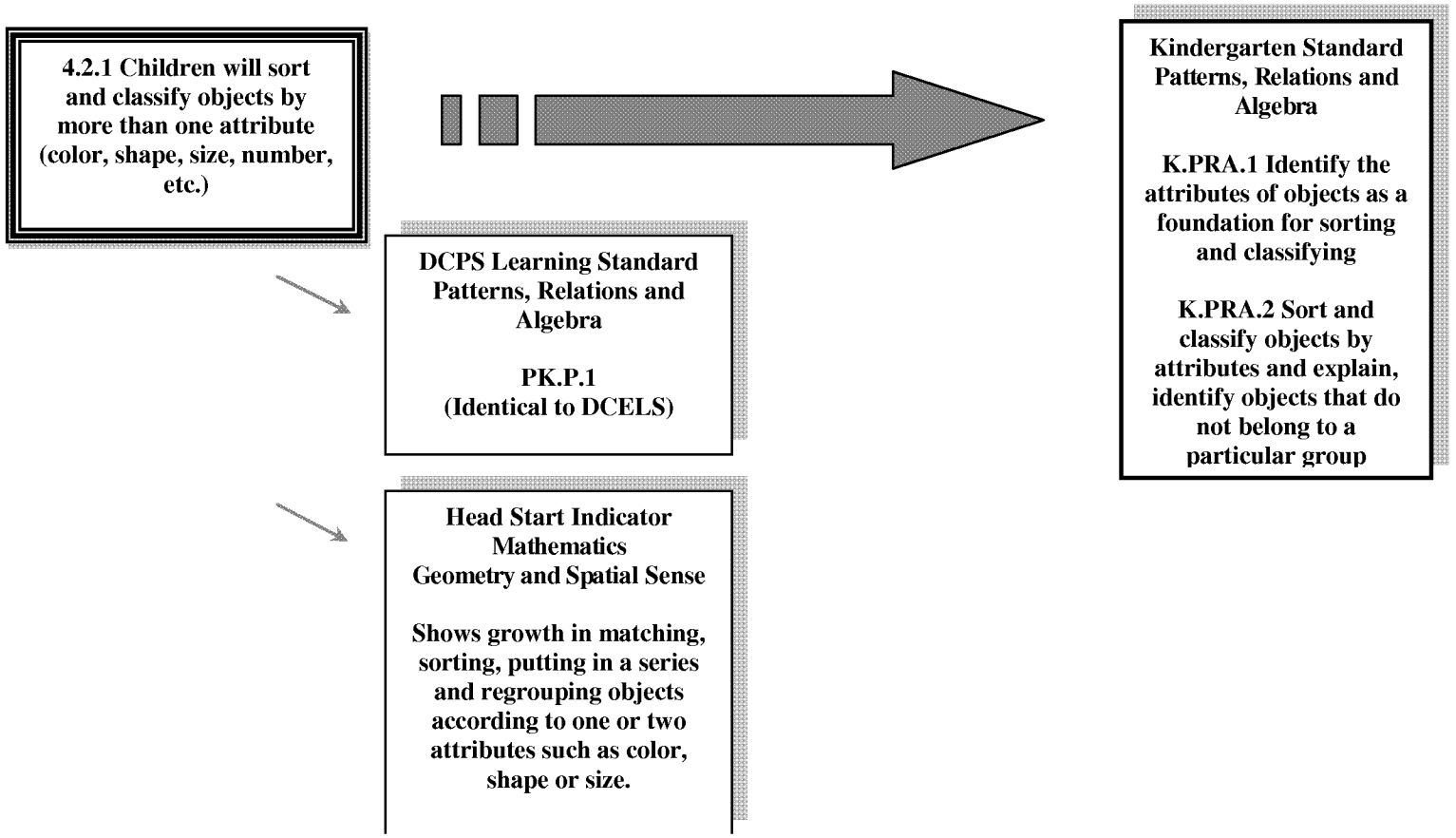


Early Learning Standards
Domain 4: Mathematical Thinking

4.2 Patterns, Functions, and Algebra – Children demonstrate a beginning understanding of patters and use mathematical representations to describe patterns



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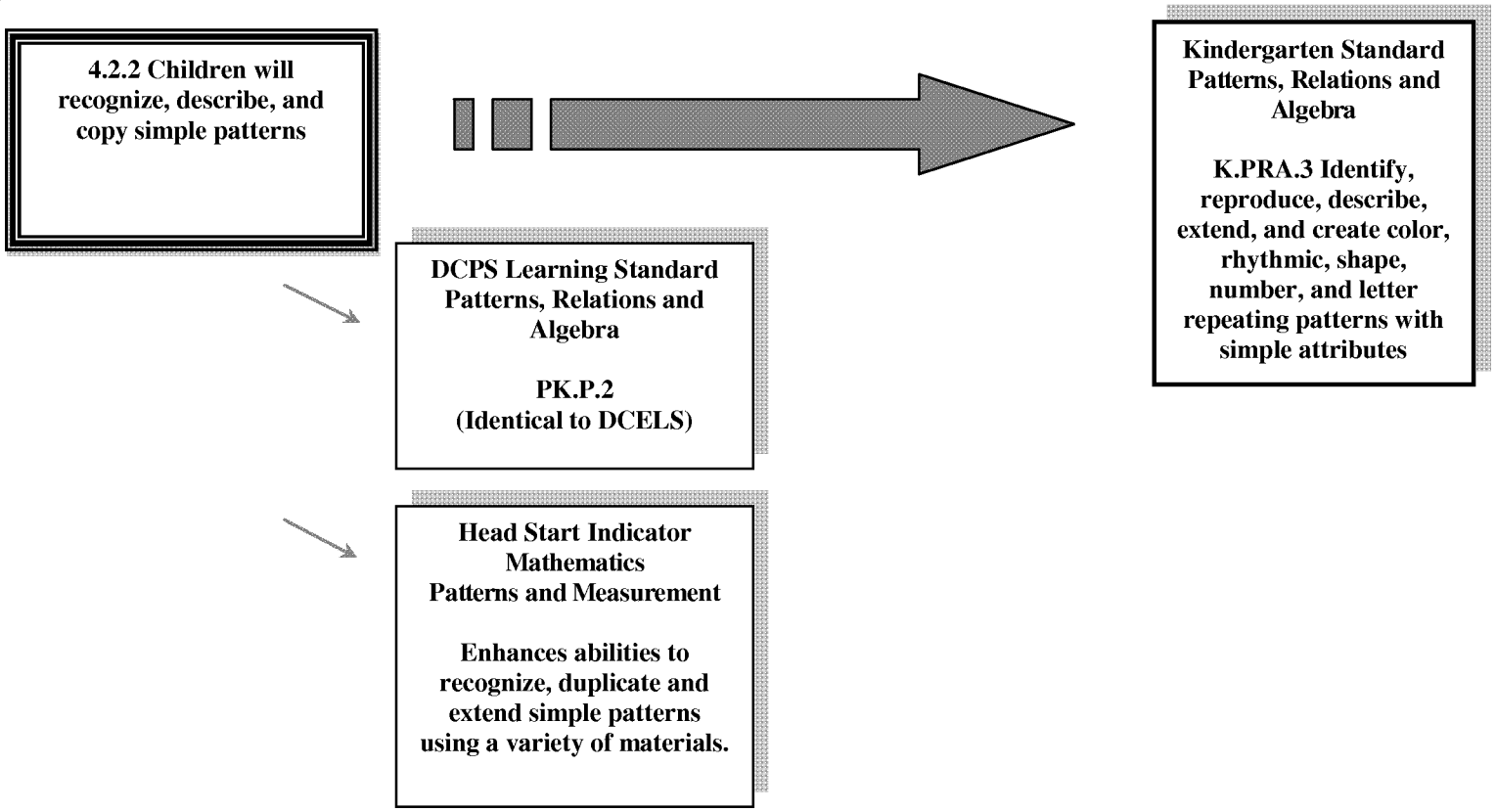
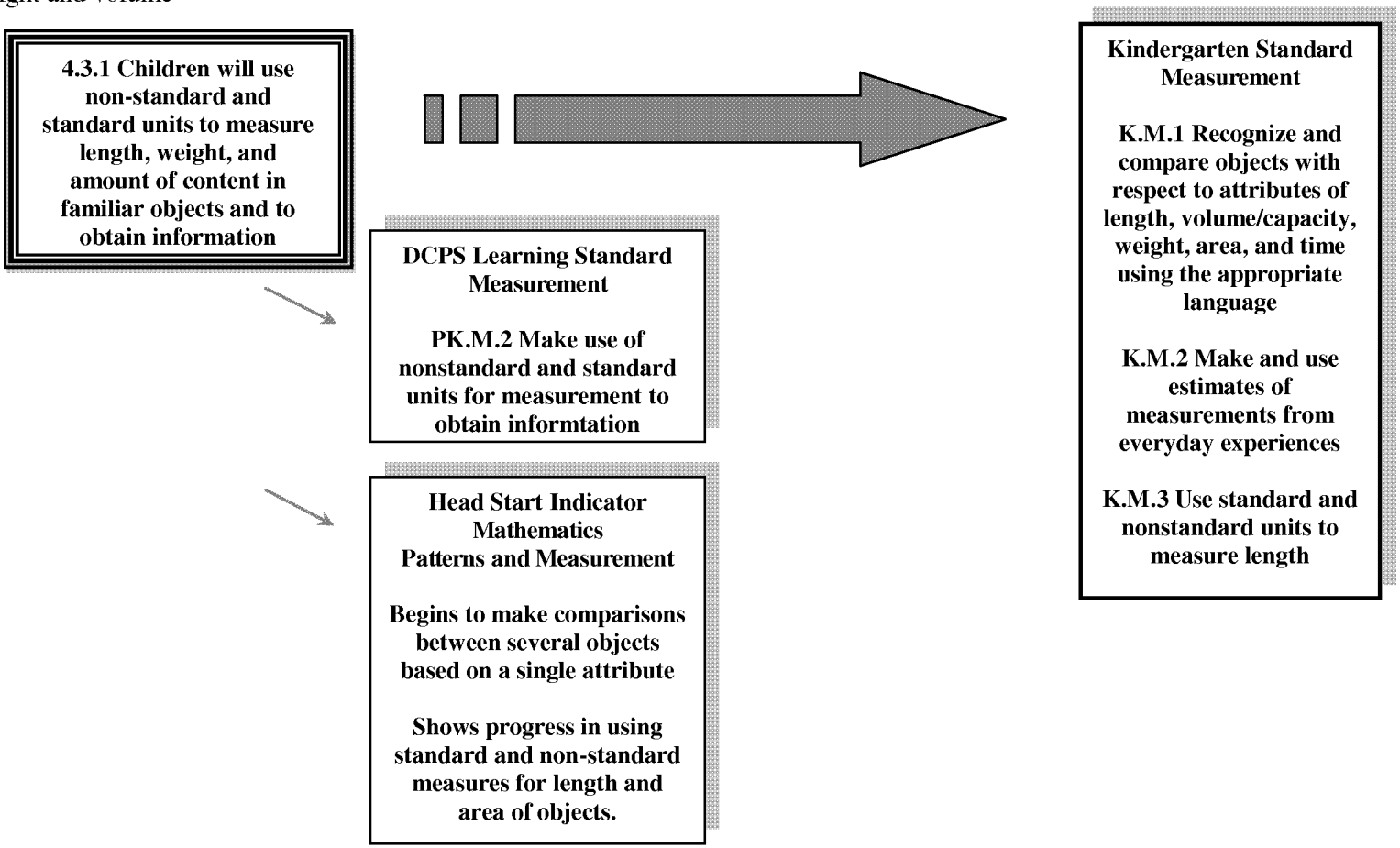


Early Learning Standards
Domain 4: Mathematical Thinking

4.3 Measurement – Children use a variety of non-standard and standard tools to measure and use appropriate language terms to describe size, length, weight and volume



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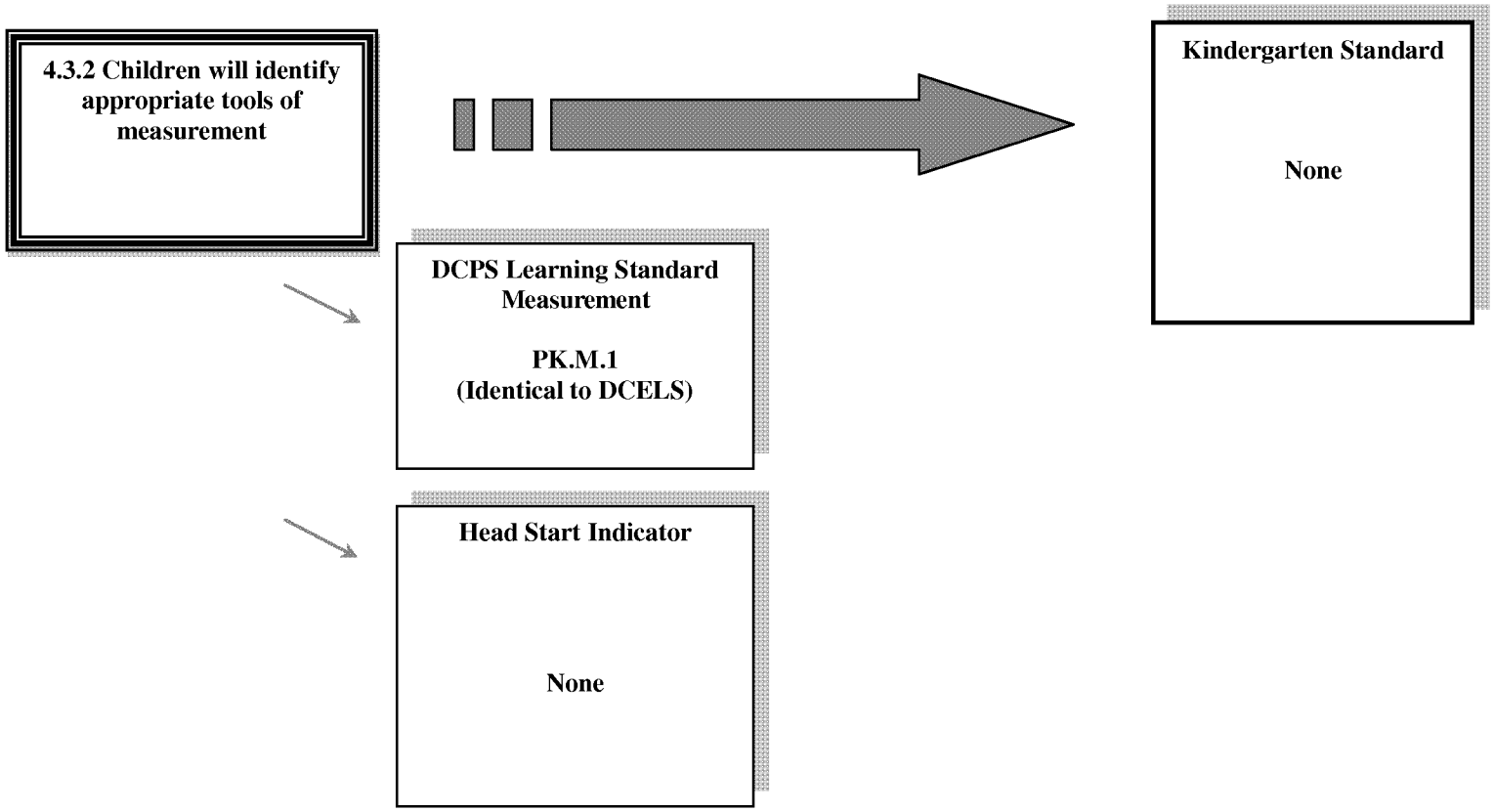

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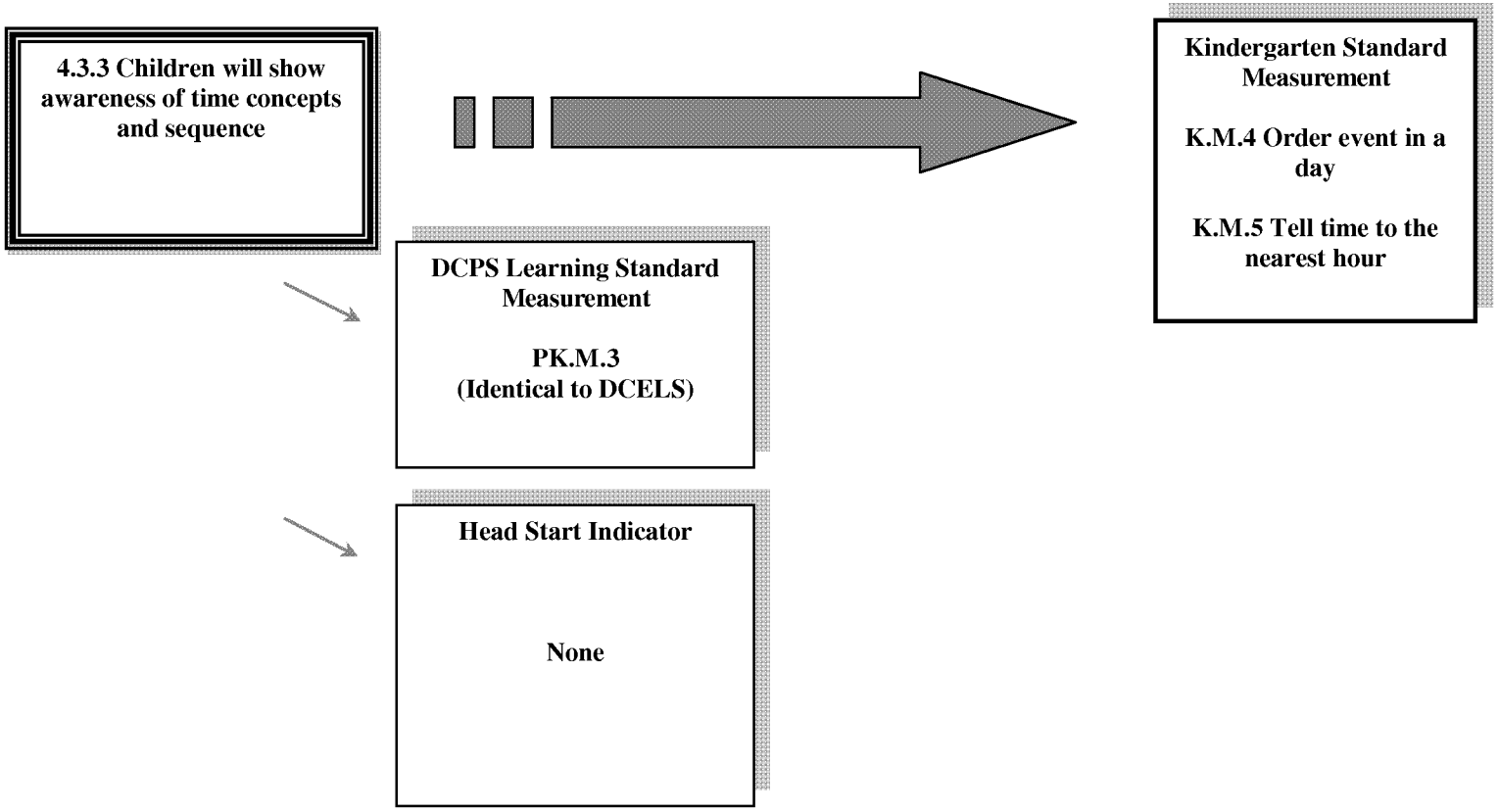
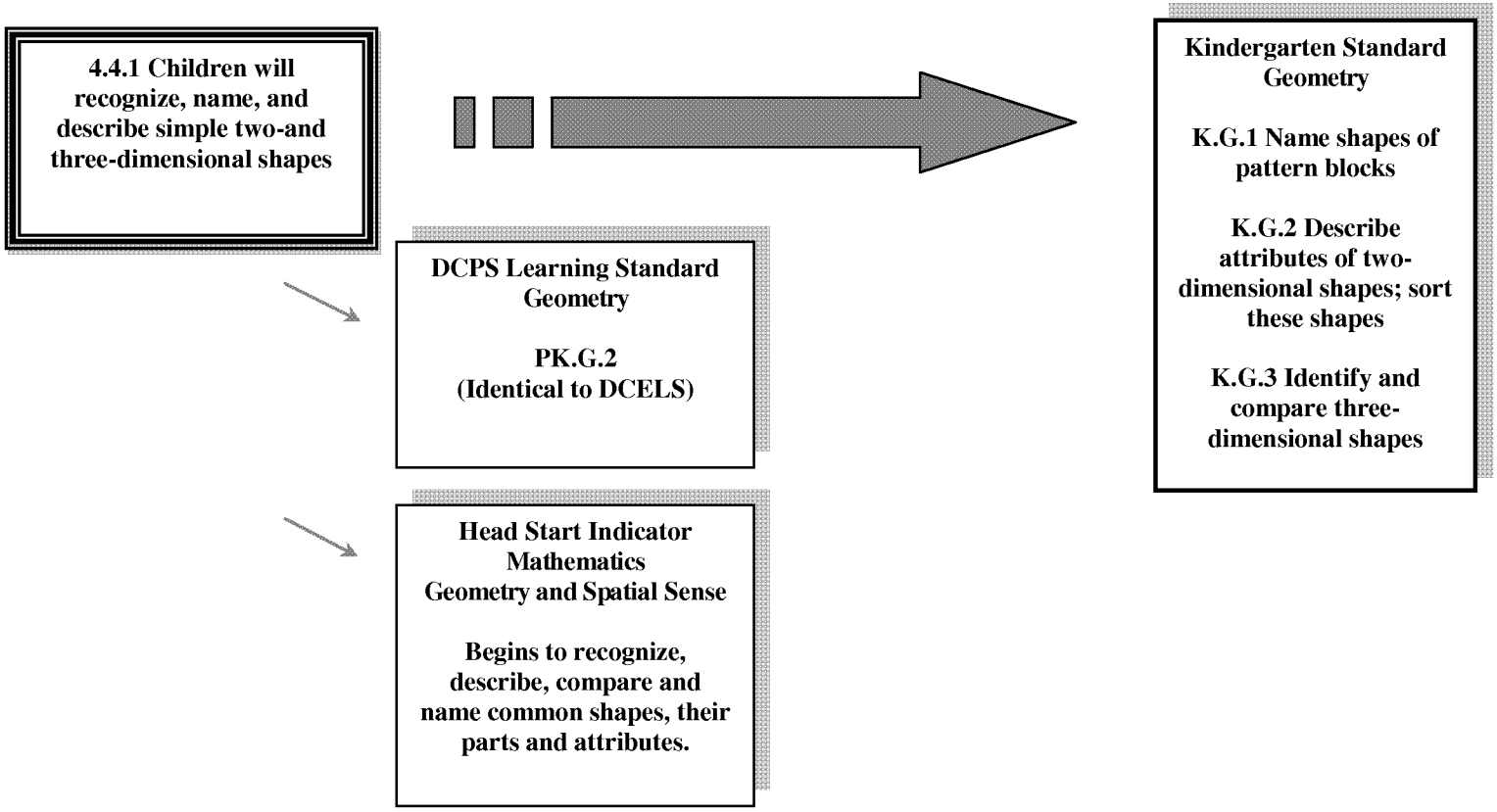


Early Learning Standards
Domain 4: Mathematical Thinking

4.4 Geometry and Spatial Sense – Children begin to demonstrate and understanding of shape, size, position, direction, and movement, and they describe and classify real objects by shape



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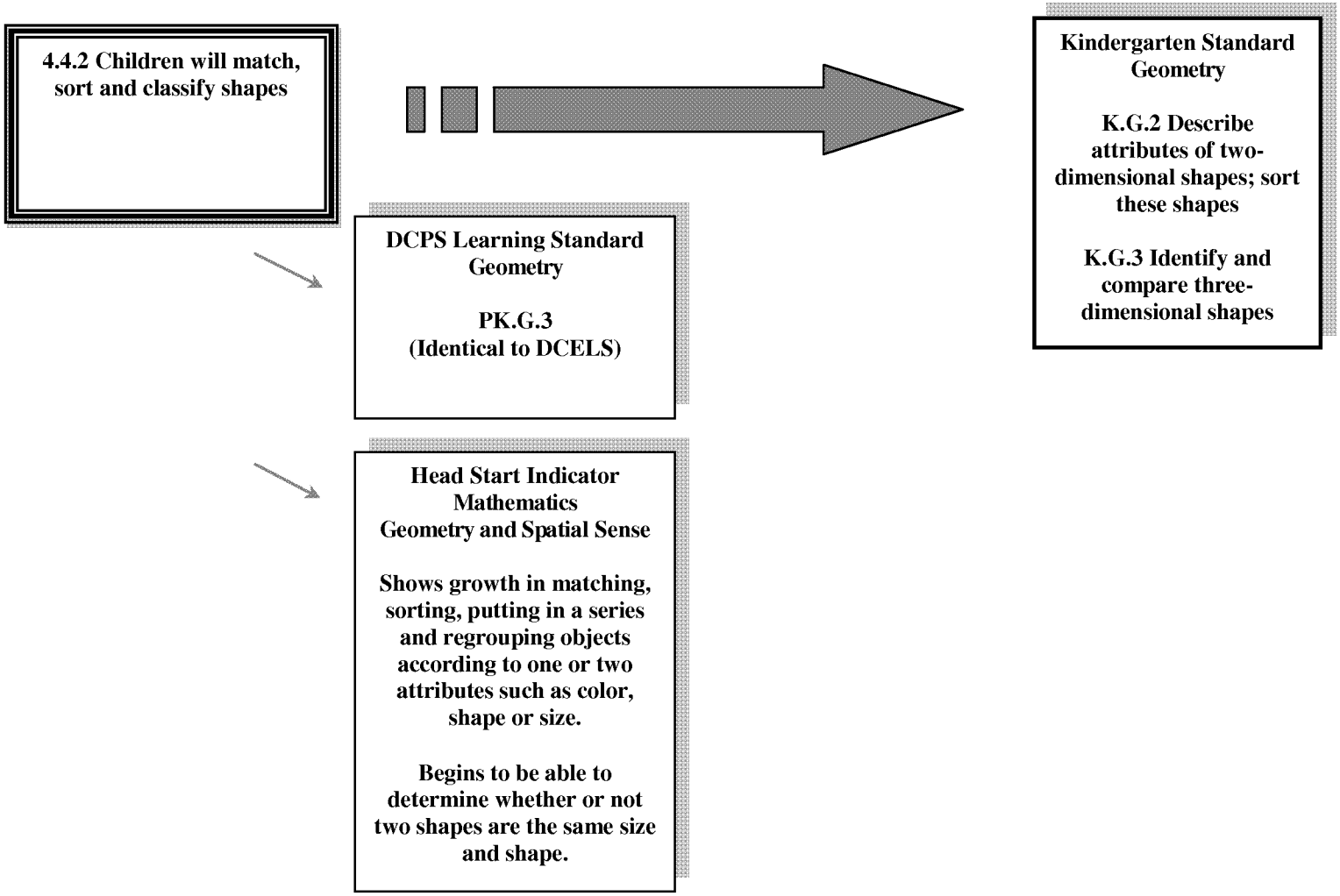

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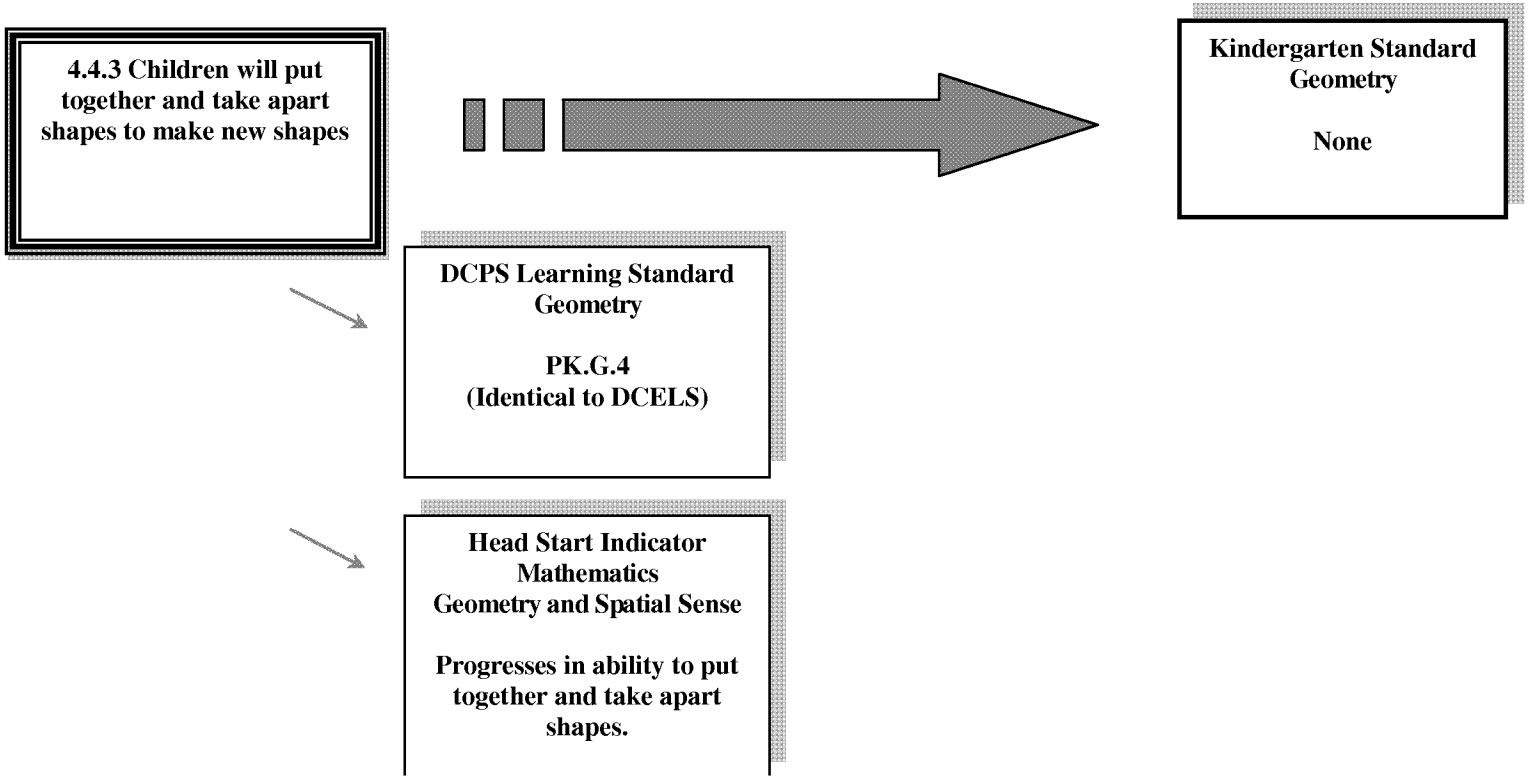

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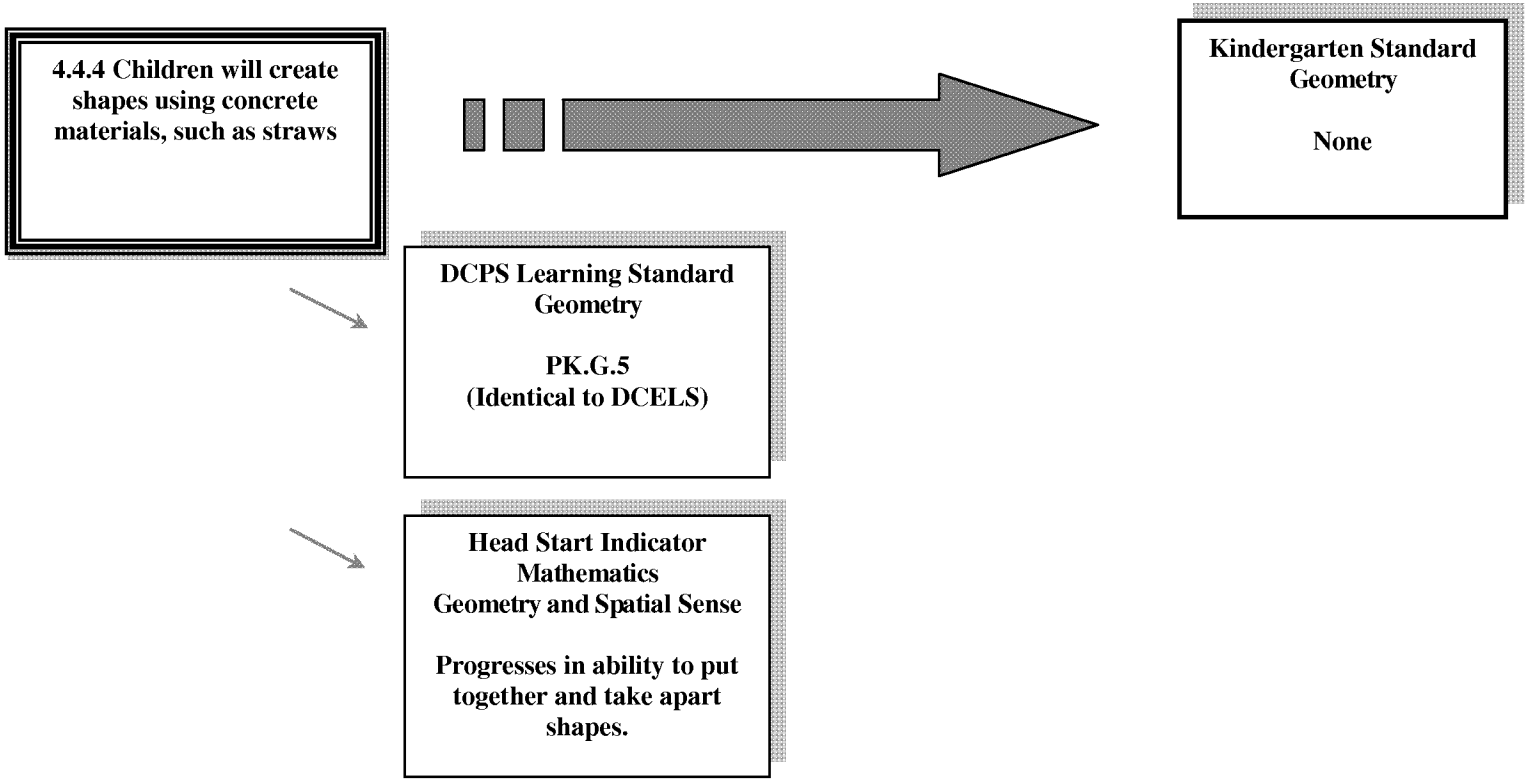

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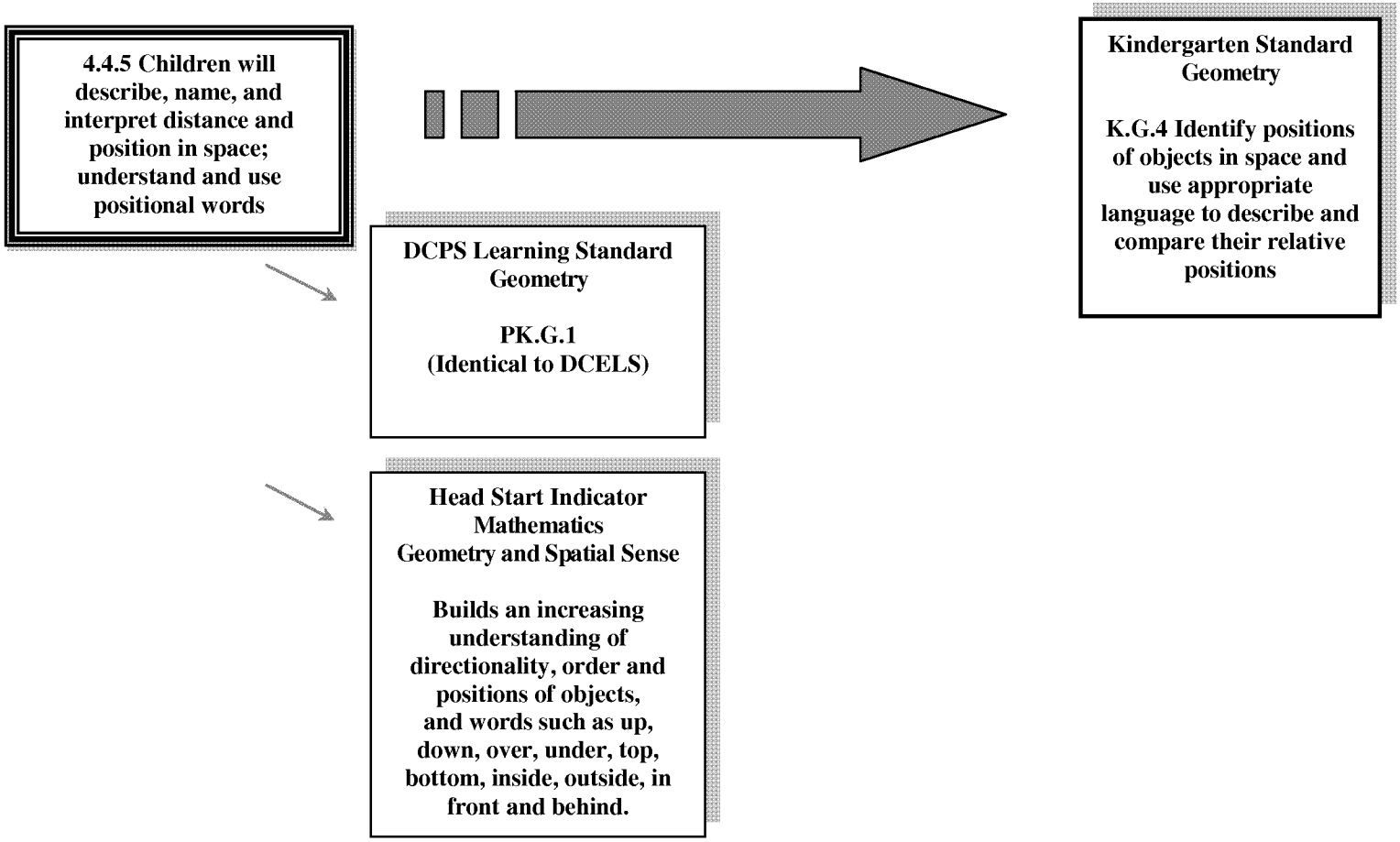
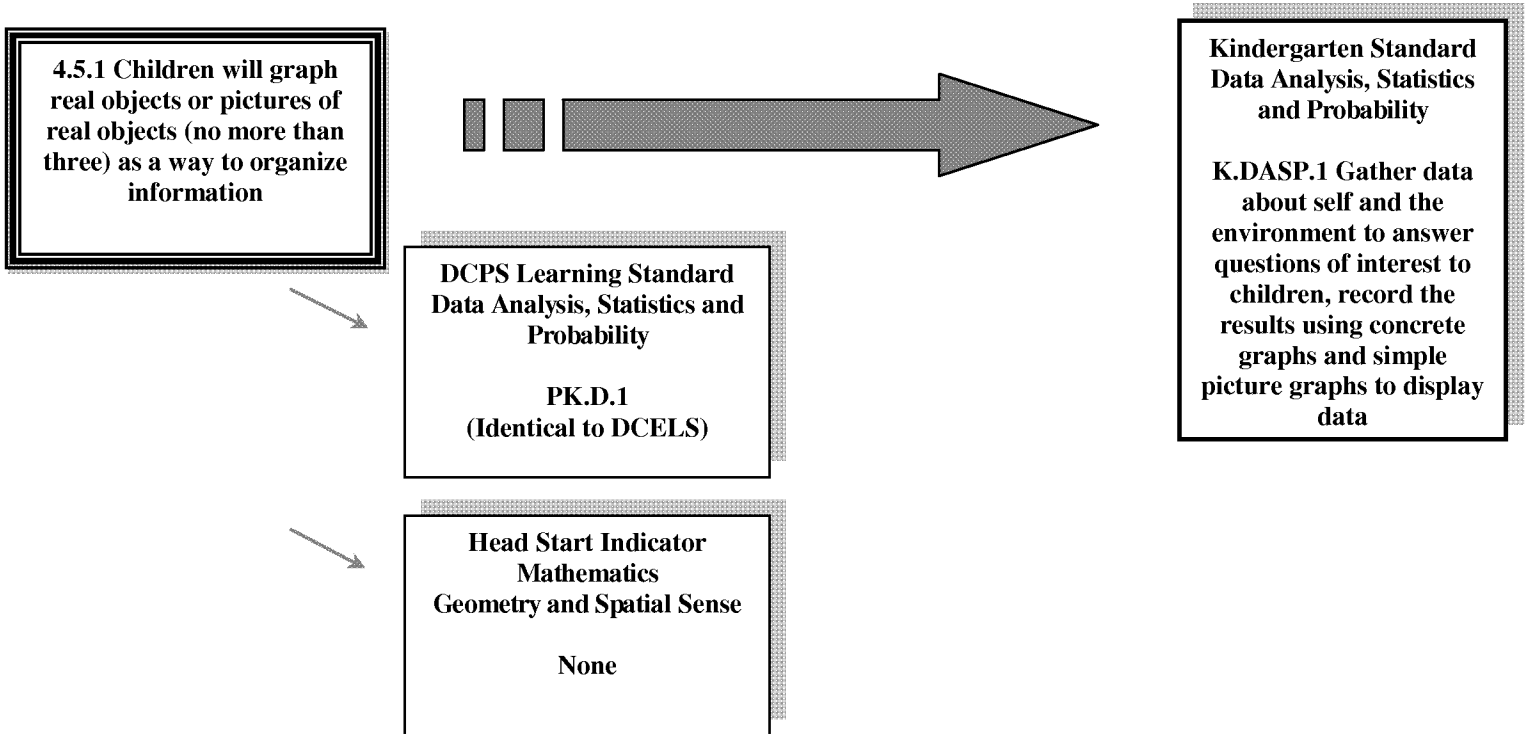


Early Learning Standards
Domain 4: Mathematical Thinking

4.5 Data Analysis and Probability – Children question, collect, organize, represent, interpret, and analyze data to answer questions



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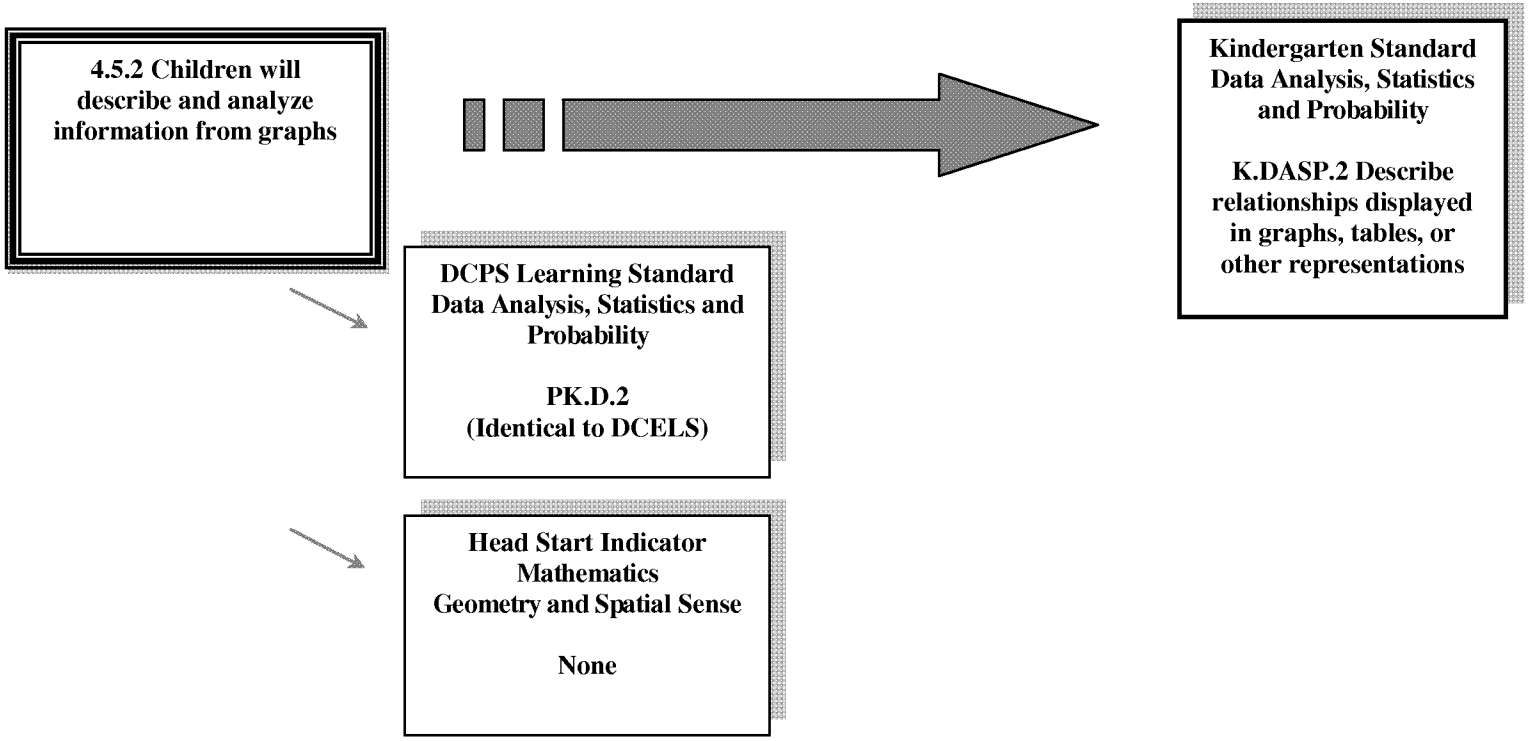
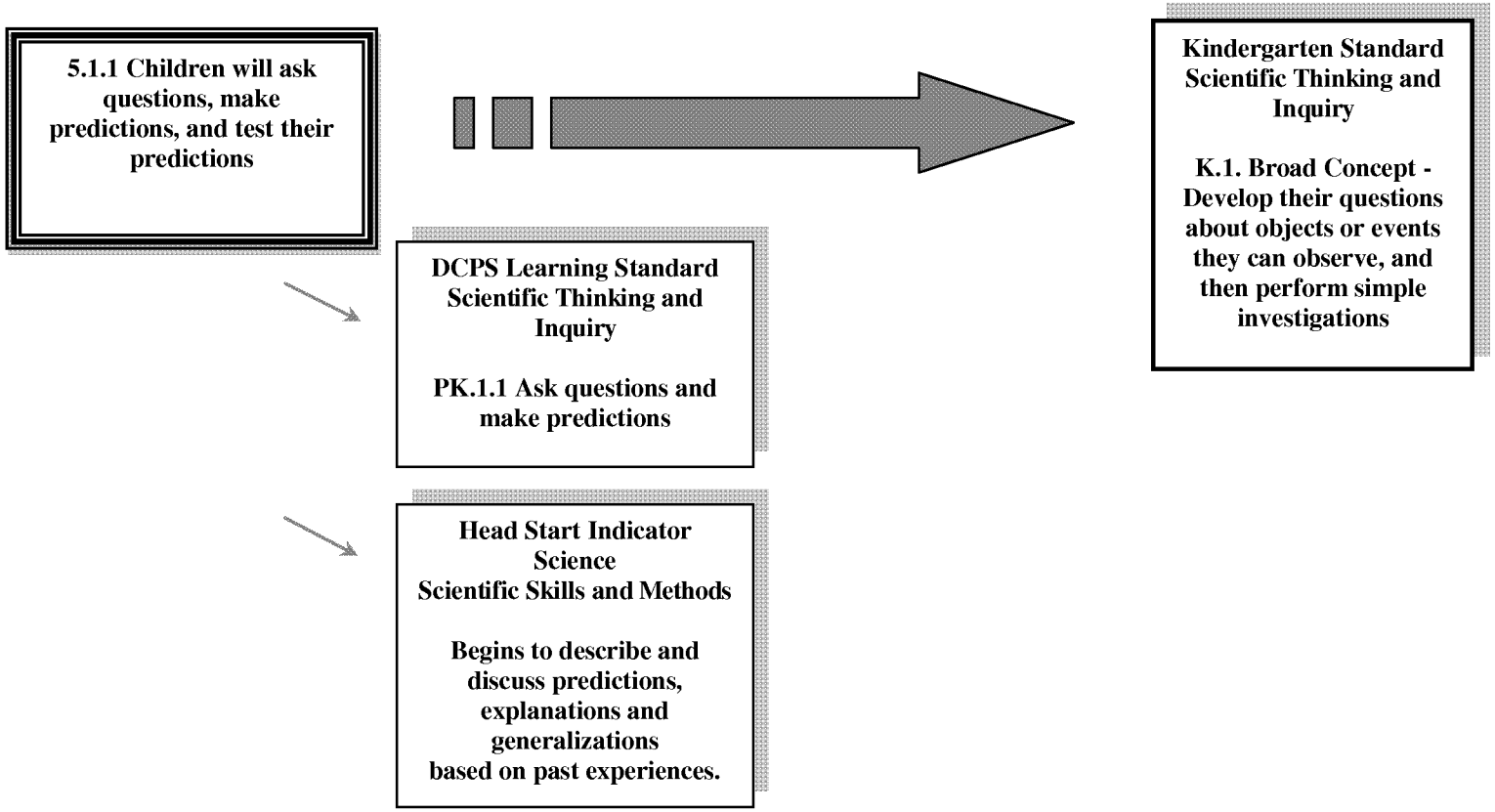


Early Learning Standards
Domain 5: Scientific Inquiry

Science content is more than isolated facts. Facts are important, but how they are put together into meaningful ideas is more significant. Young children learn science by exploring the world around them as they try out things to see how they work, experiment, and manipulate objects. The questions children ask about how shadows get made, stages in the life of a butterfly, or which things a magnet will pick up become hypotheses about how the world works. Children use their senses and scientific tools to observe, collect and interpret data, and draw conclusions.

5.1 Scientific Inquiry – Children develop inquiry and process skills



Early Learning Standards
Domain 5: Scientific Inquiry

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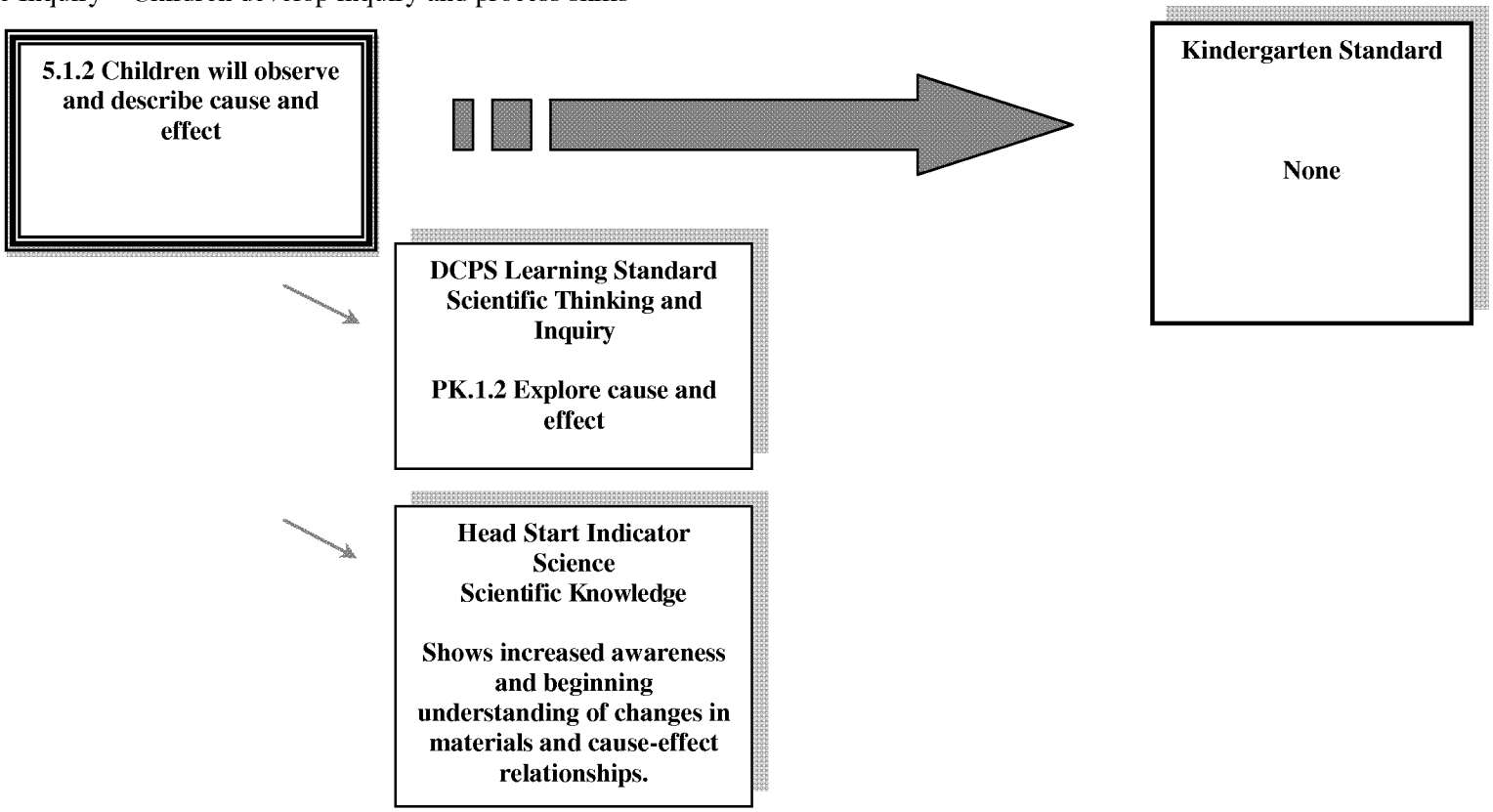

Early Learning Standards
Domain 5: Scientific Inquiry

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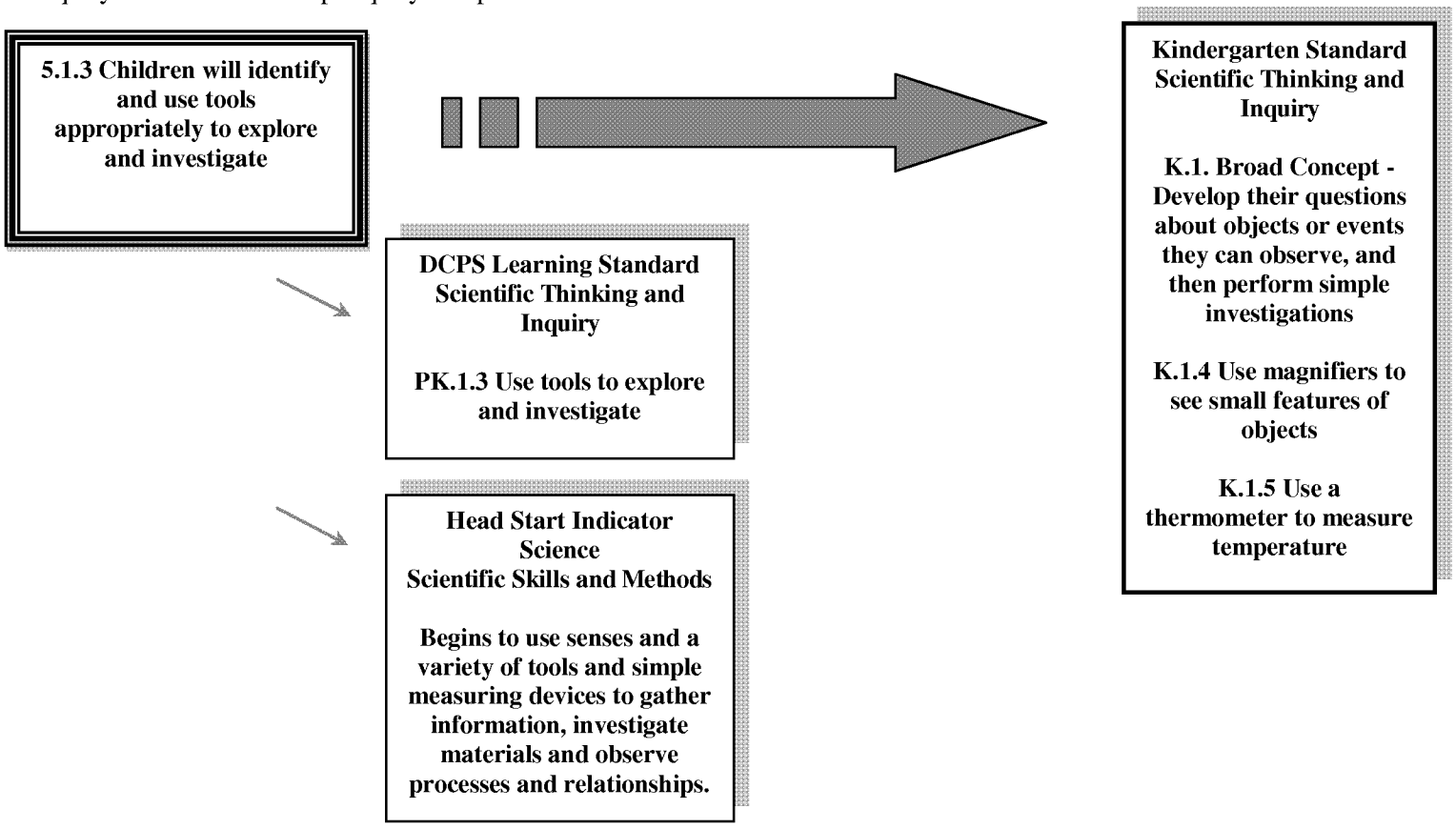

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Domain 5: Scientific Inquiry

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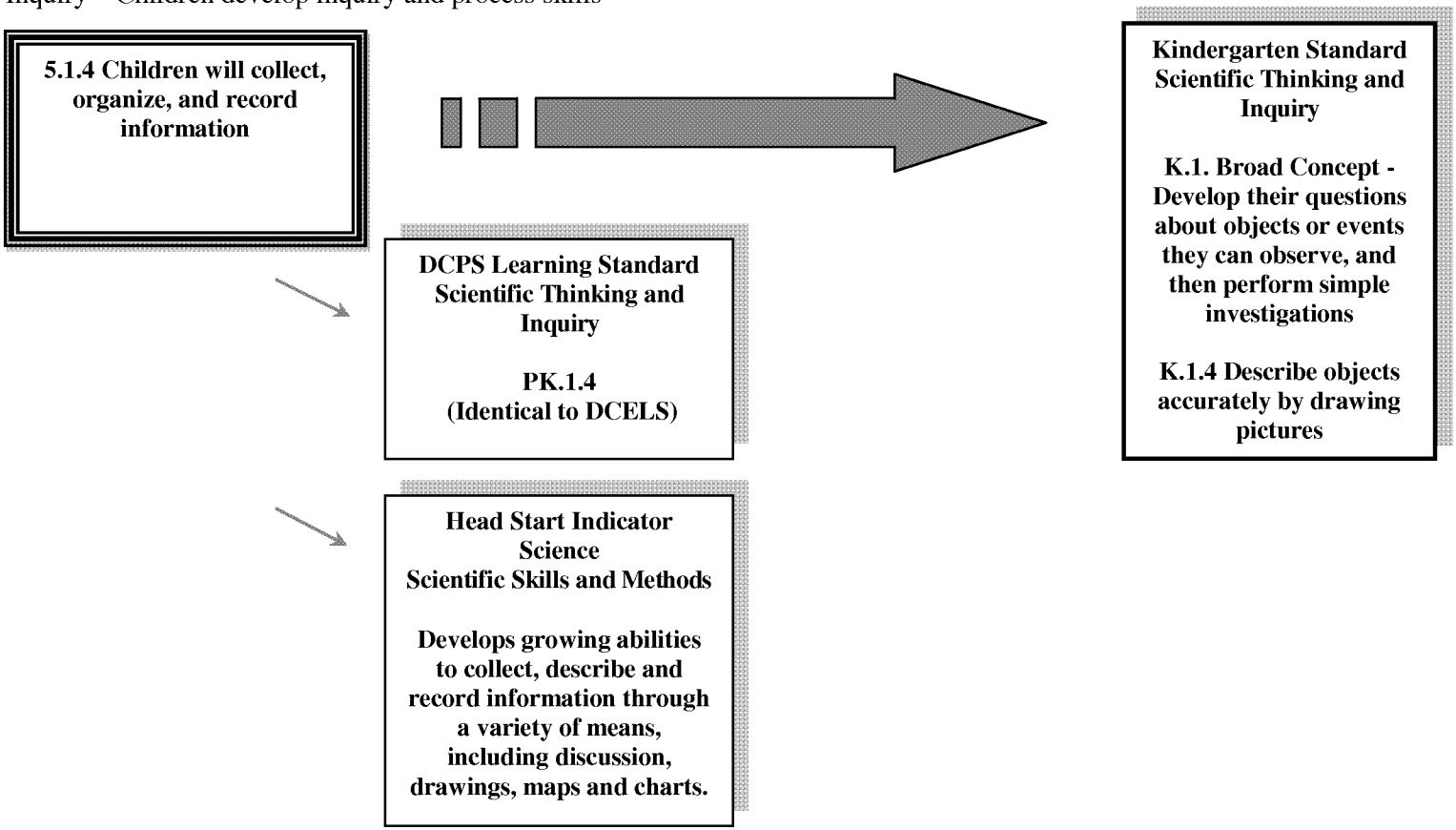

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Domain 5: Scientific Inquiry

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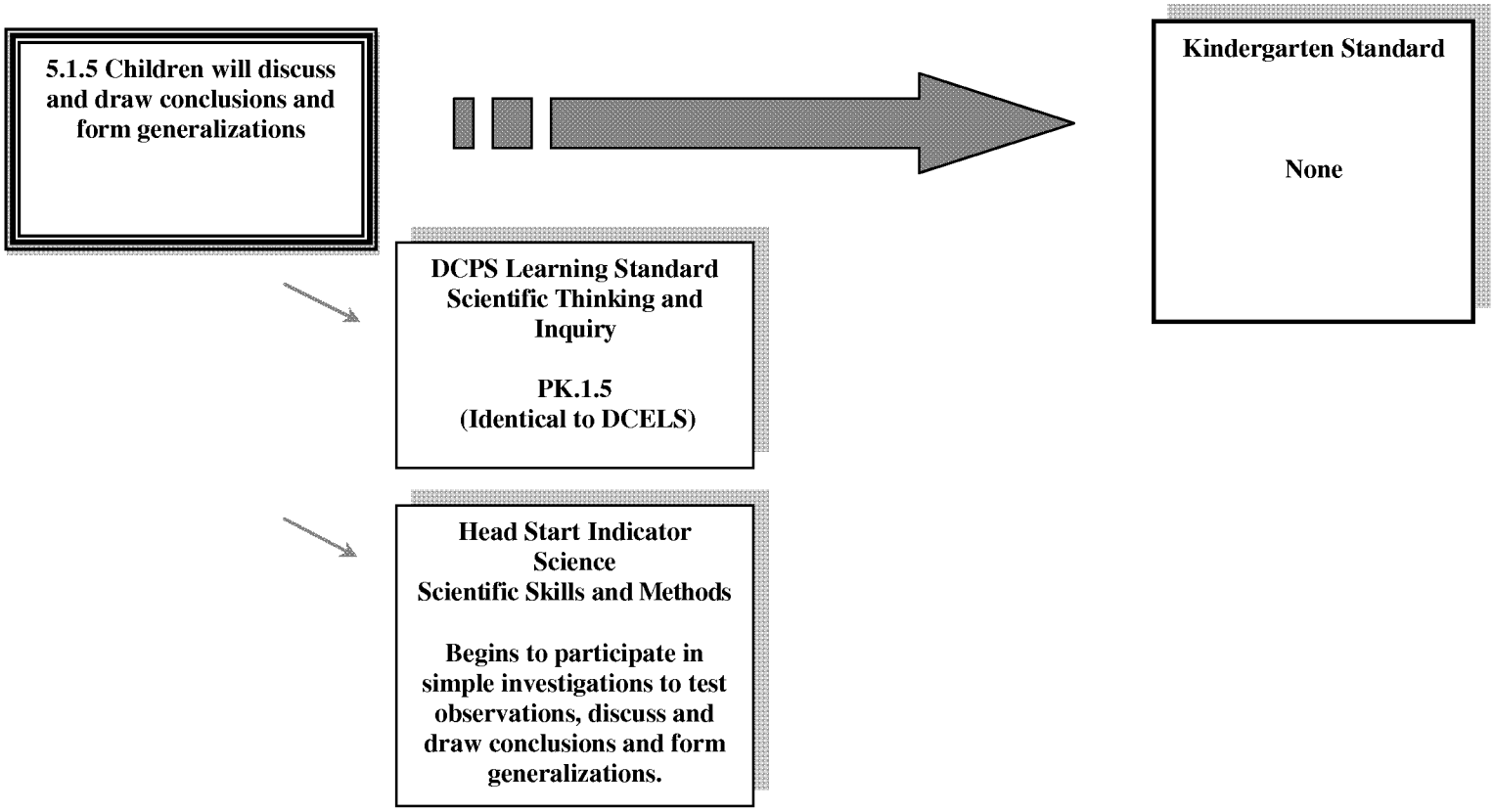

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Domain 5: Scientific Inquiry

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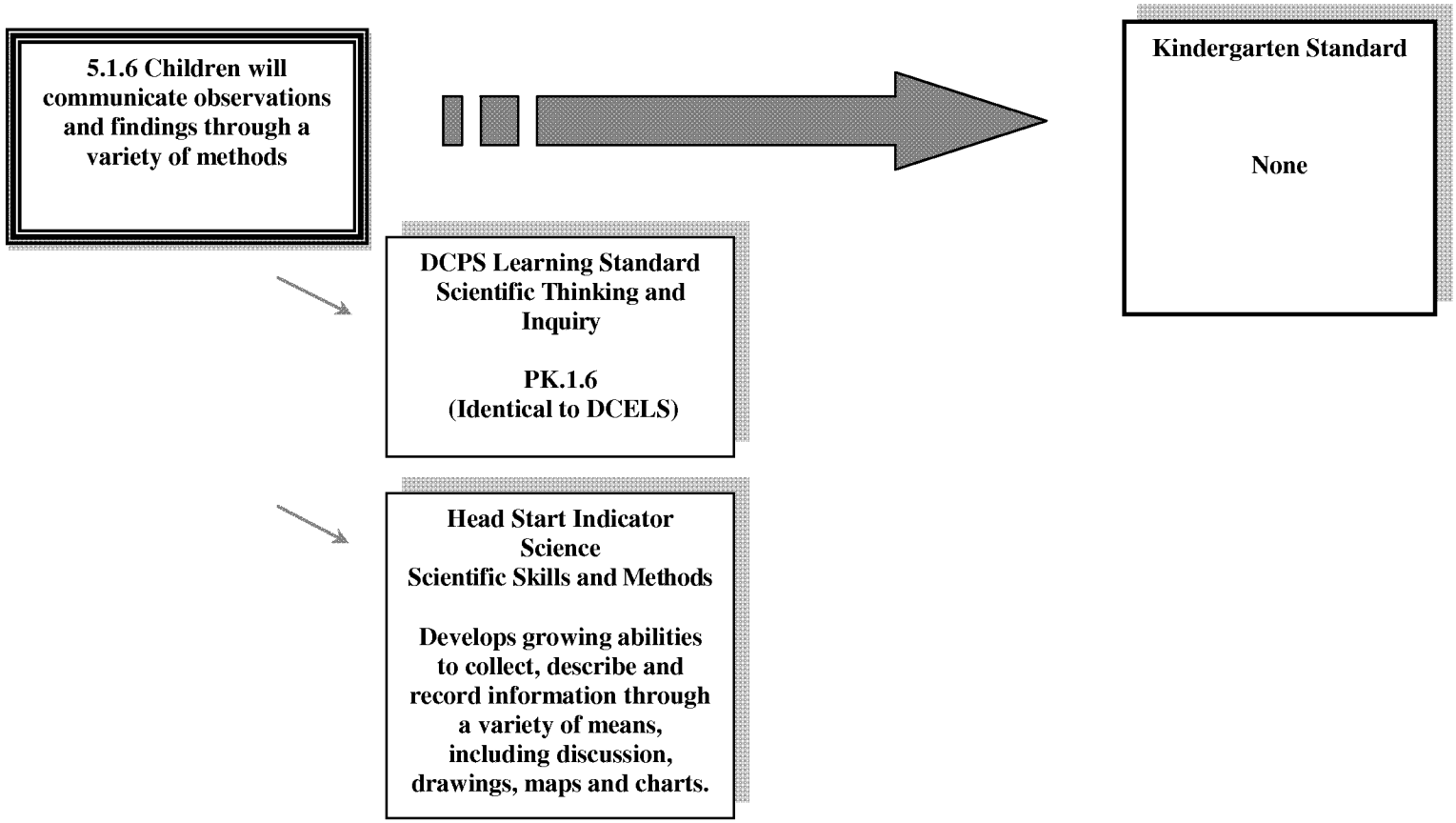
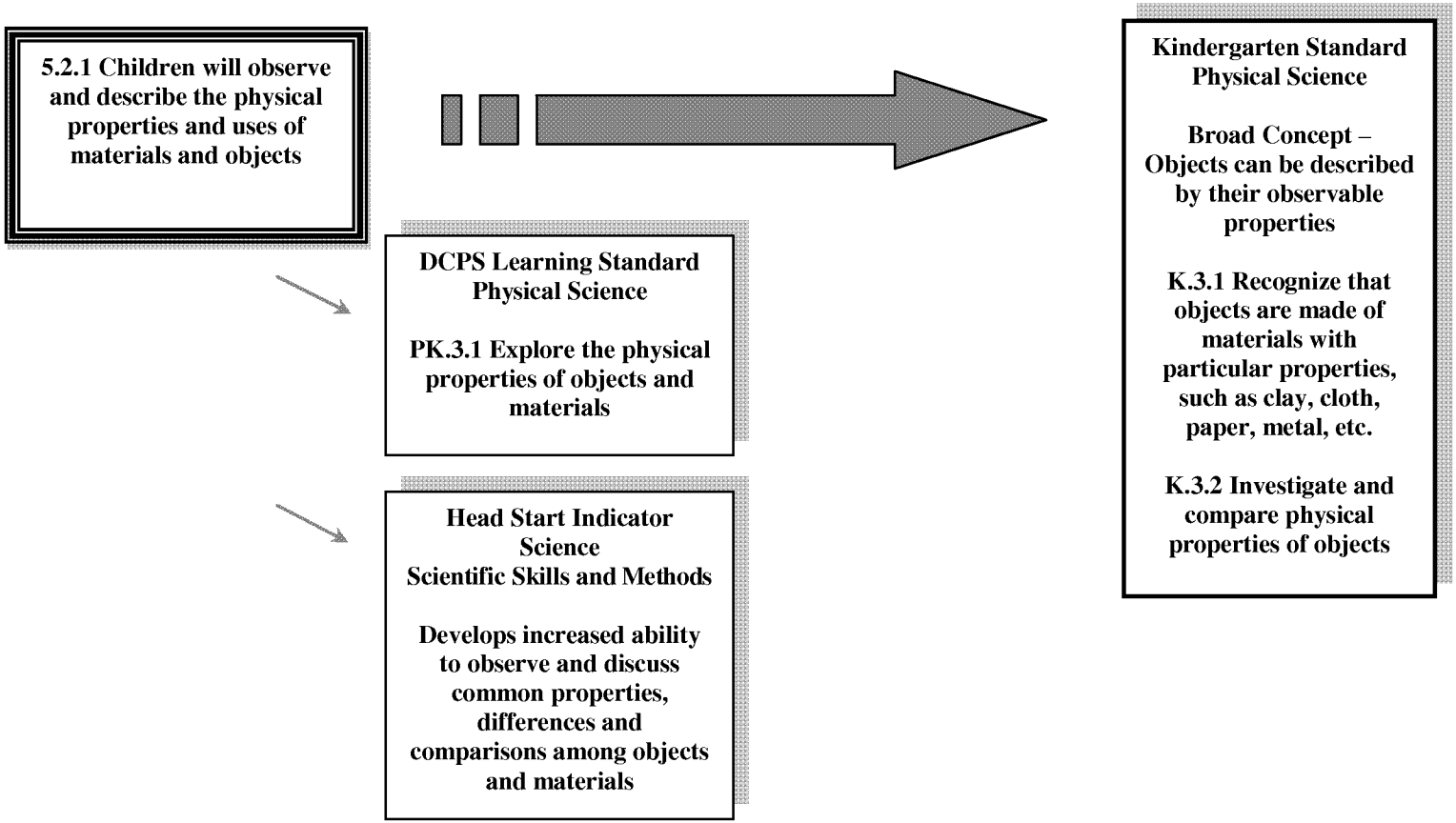


Early Learning Standards
Domain 5: Scientific Inquiry

5.2 Physical Science – Children develop an understanding of the physical properties and uses of materials and objects



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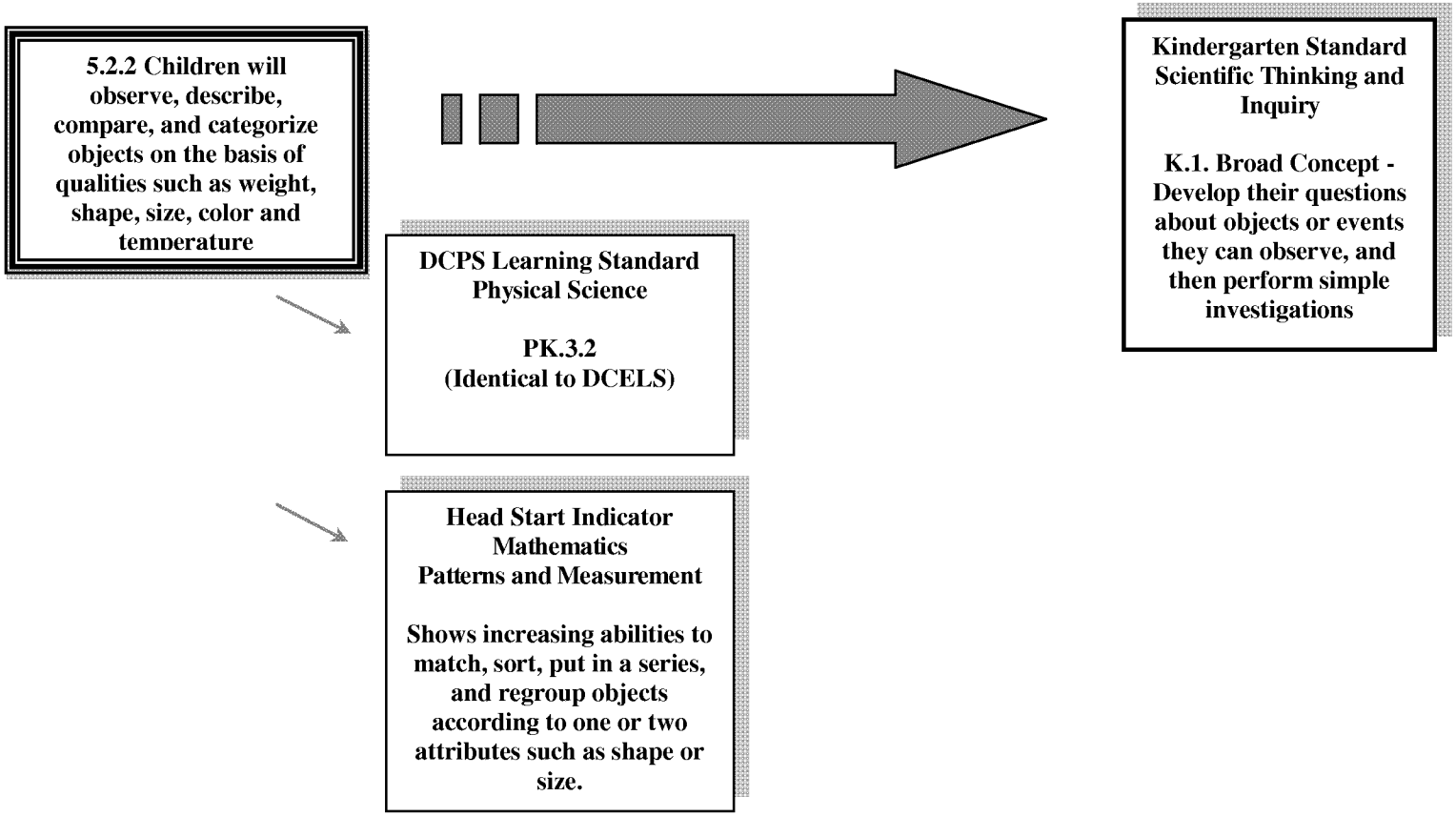

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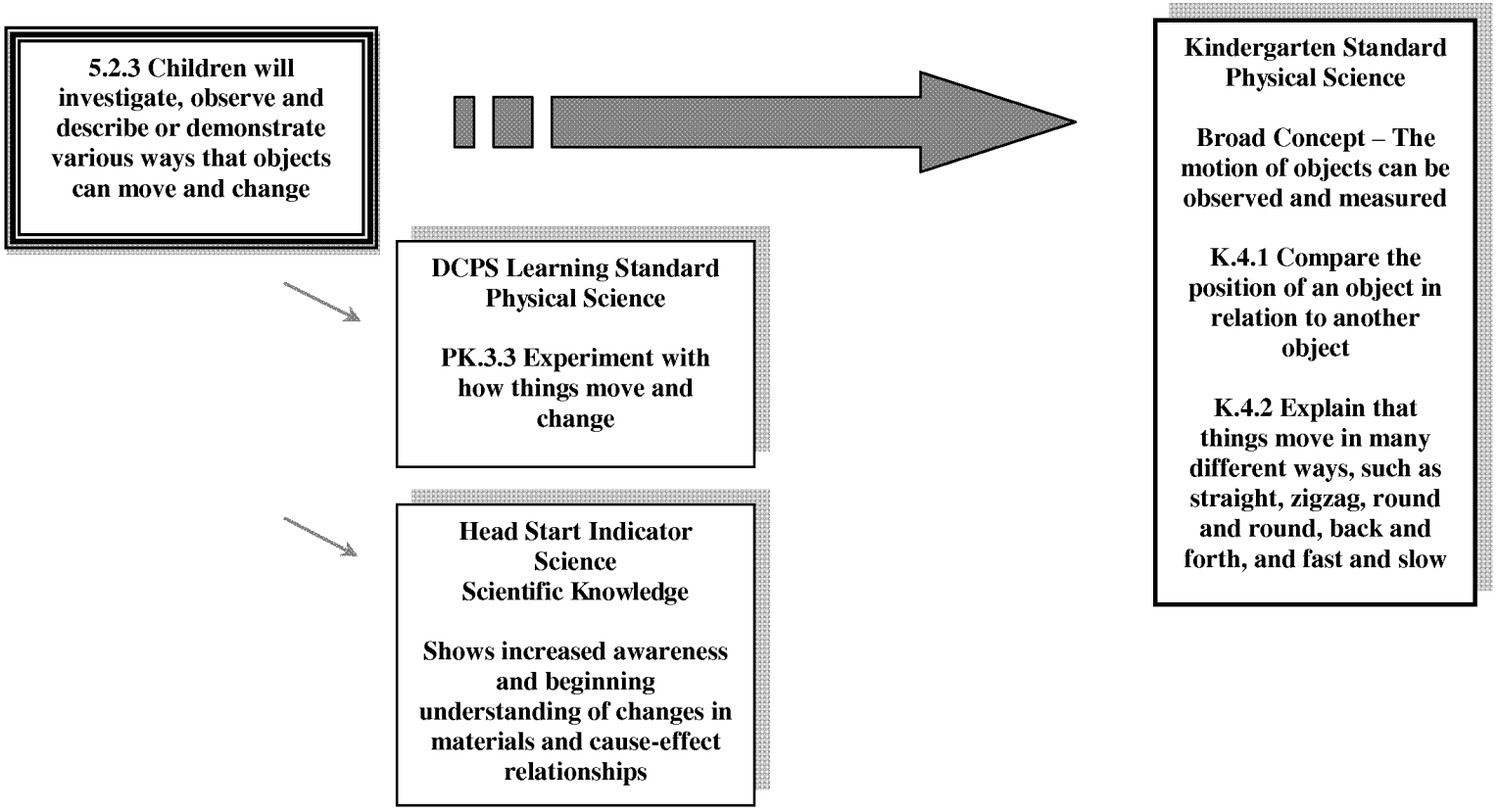
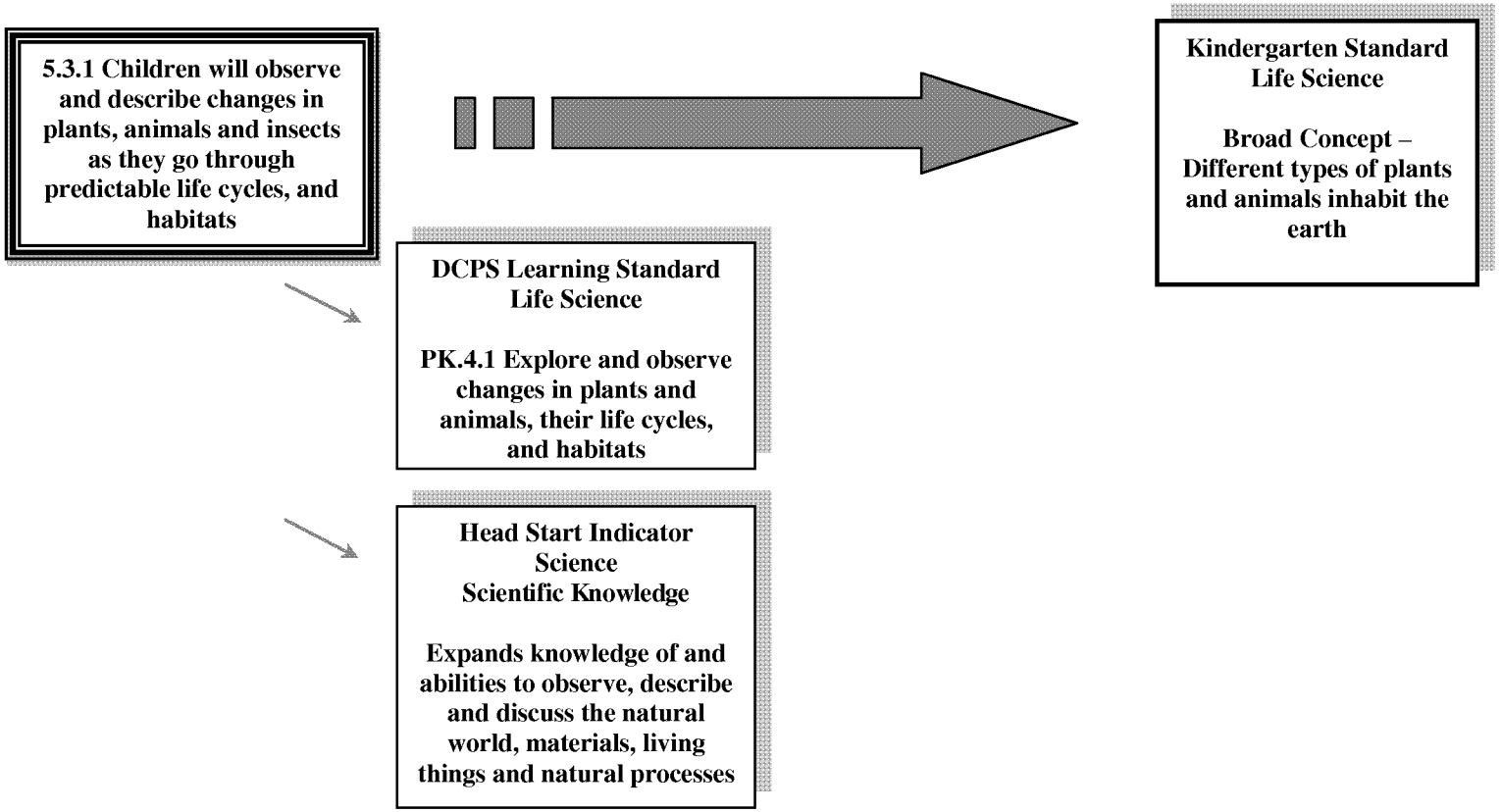


Early Learning Standards
Domain 5: Scientific Inquiry

5.3 Life Science – Children will develop an understanding of living things (plants and animals) and what they need to survive



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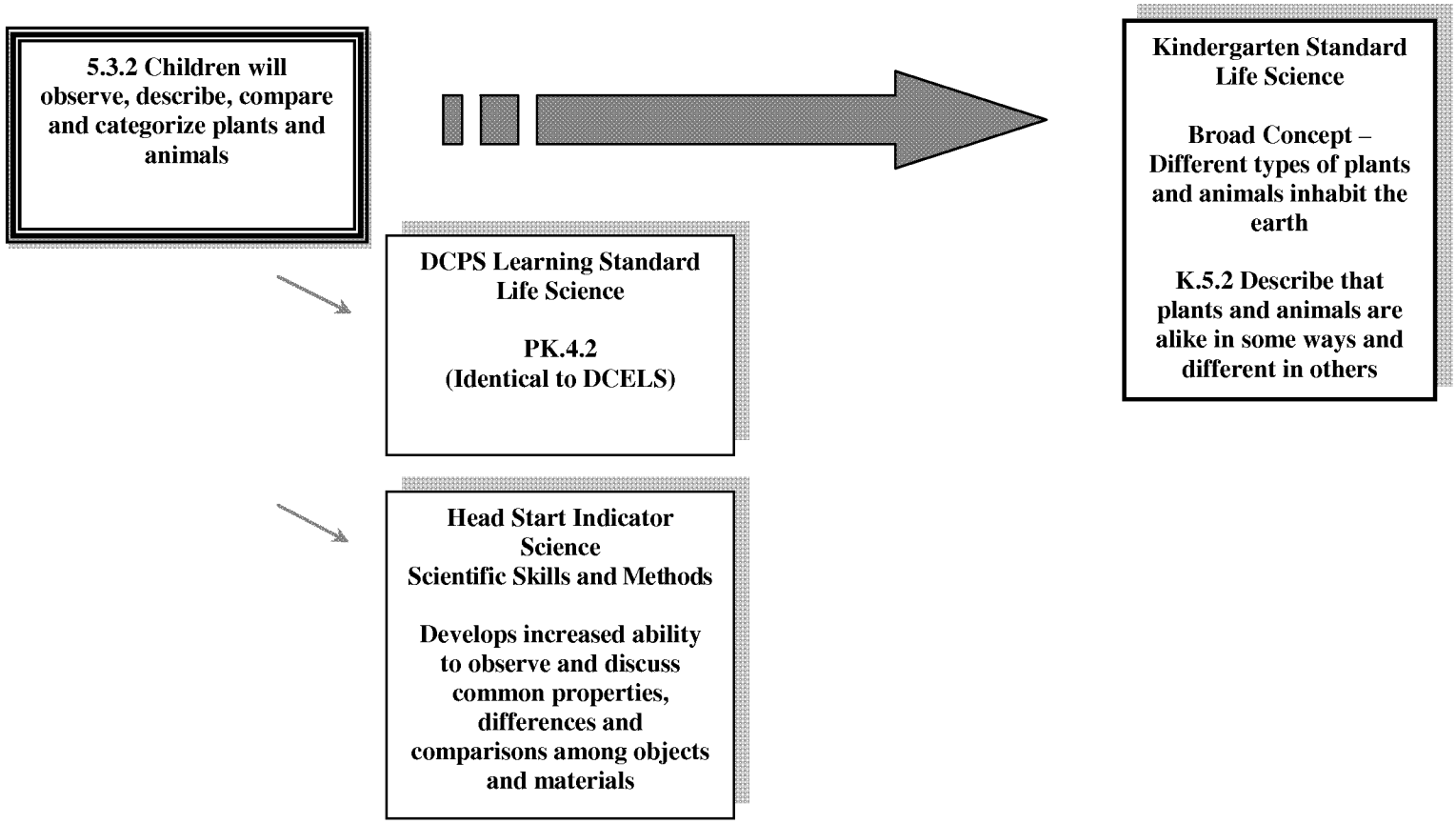

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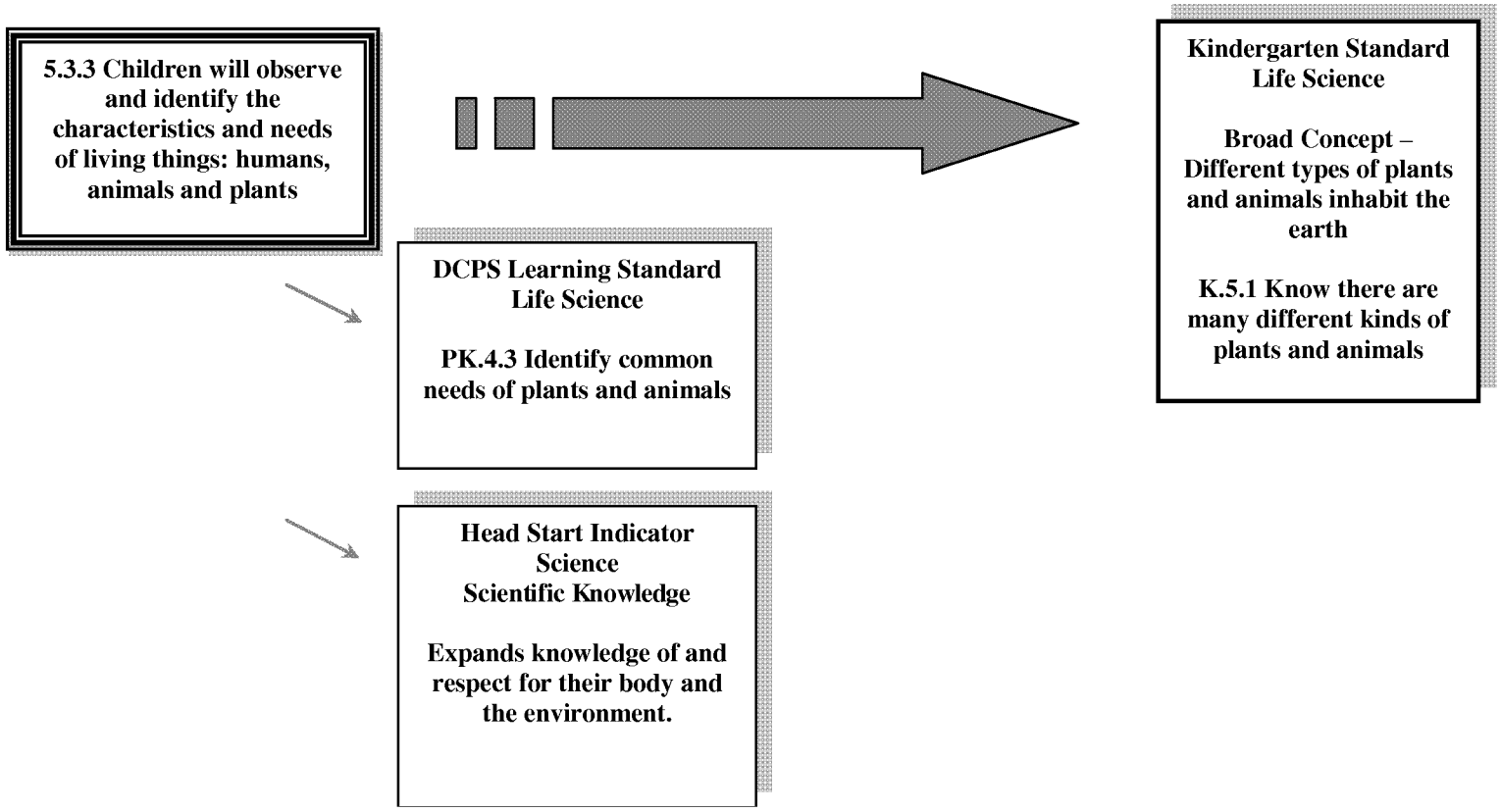
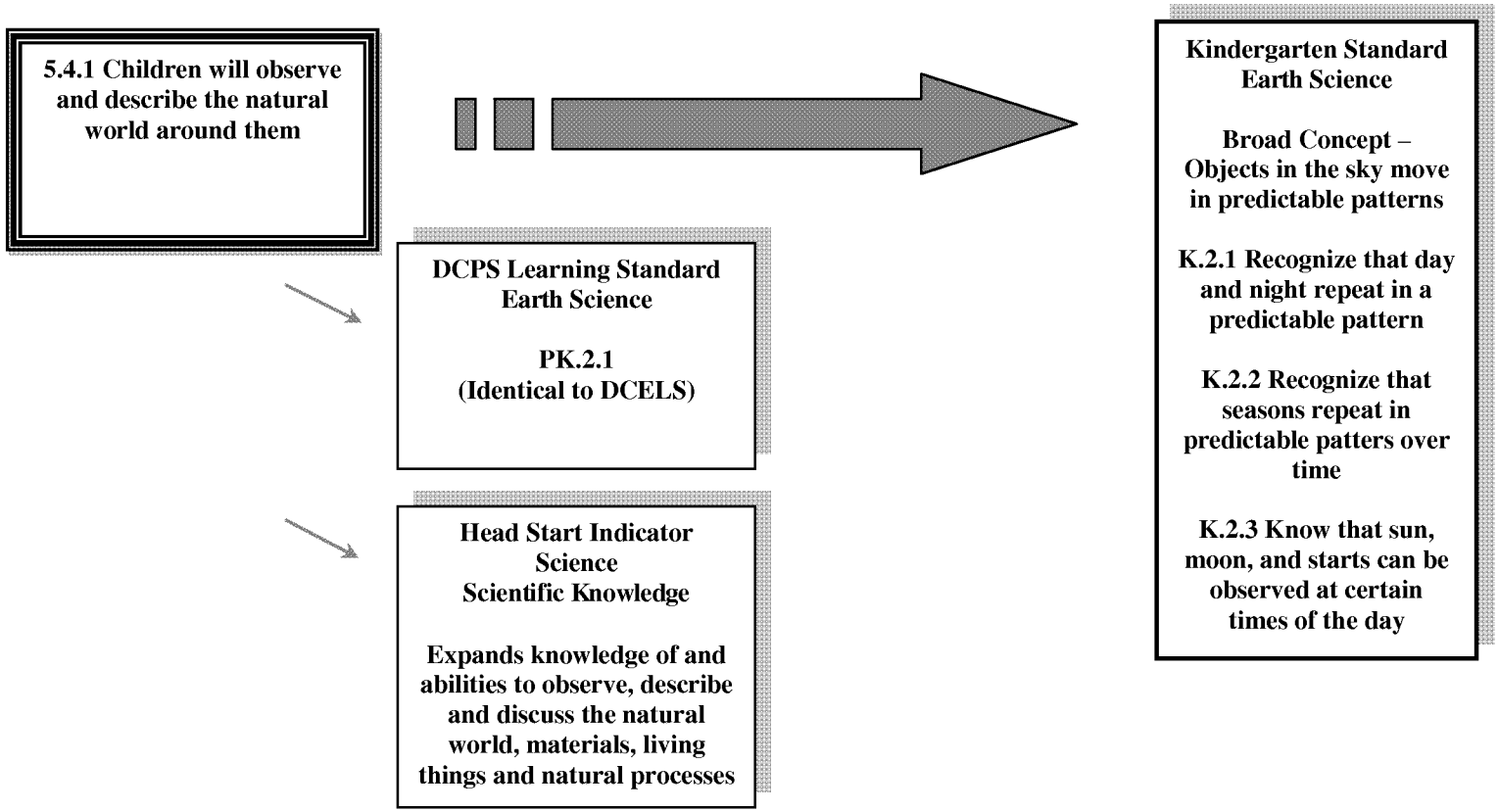


Early Learning Standards
Domain 5: Scientific Inquiry

5.4 Earth Science – Children develop an understanding of Earth and the natural environment



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Domain 5: Scientific Inquiry

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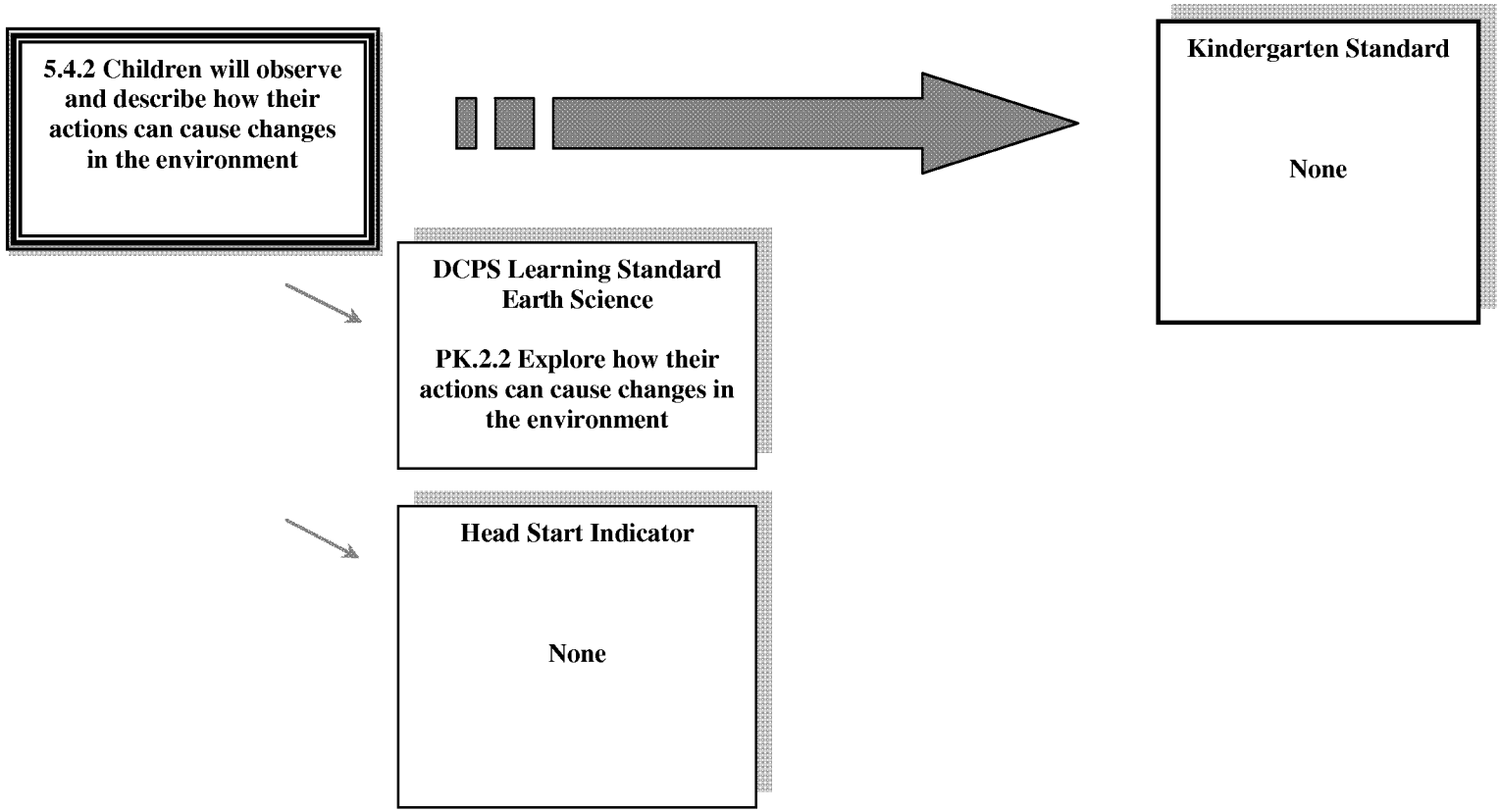
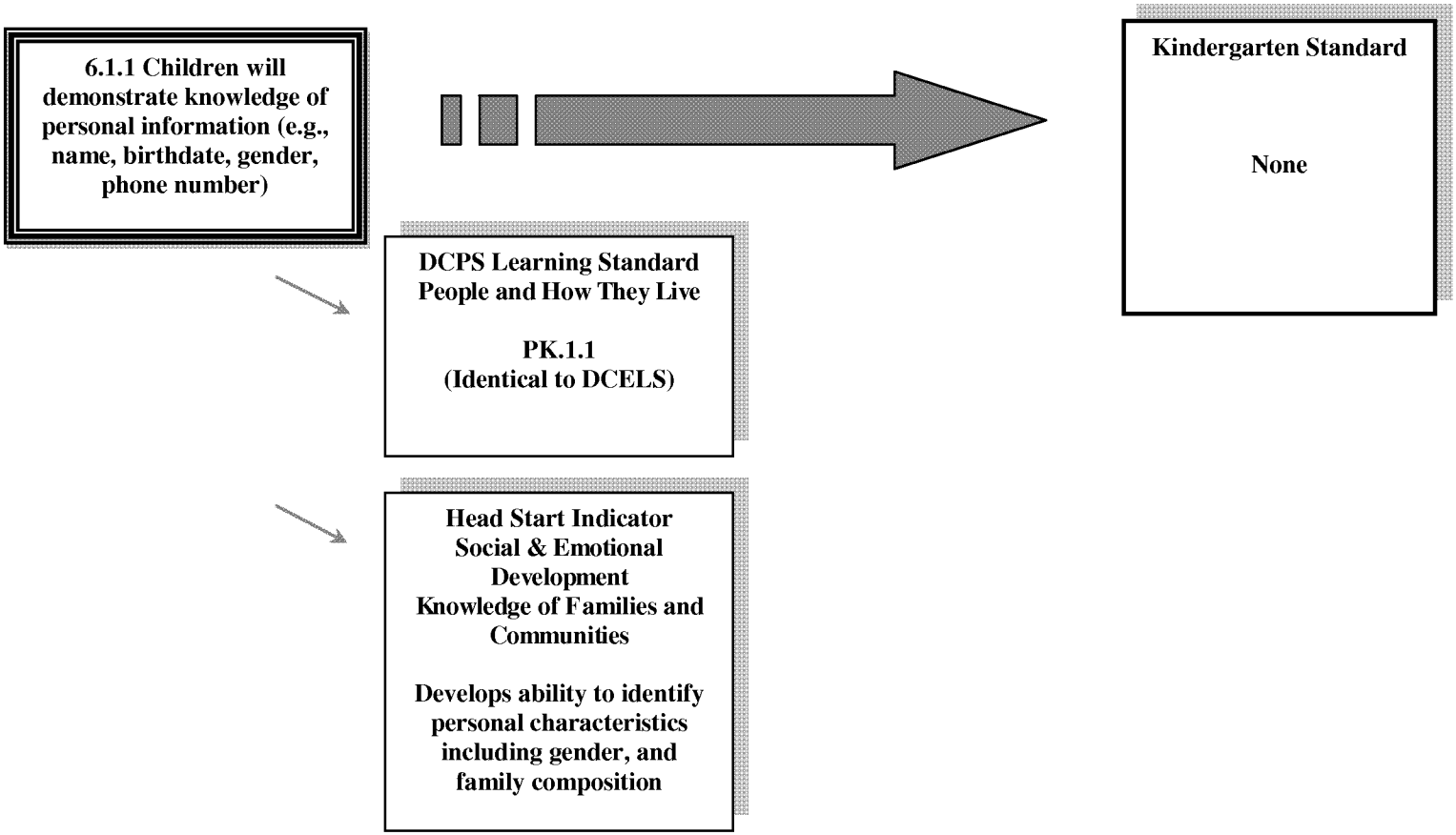


Early Learning Standards
Domain 6: Social Studies

Social studies in Pre-K is the study of people, jobs, landmarks and cultures of the surrounding community. Children also learn how to contribute to the successful functioning of the classroom. They become aware of the similarities and differences among people and how each person is an important member of the community. Young children begin to learn social studies by forming relationships, learning to communicate, and exploring the world around them. As they do these things, they are forming understandings that relate to geography, civics, economics, and history.

6.1 Children demonstrate a sense of self within the context of family



Early Learning Standards
Domain 6: Social Studies

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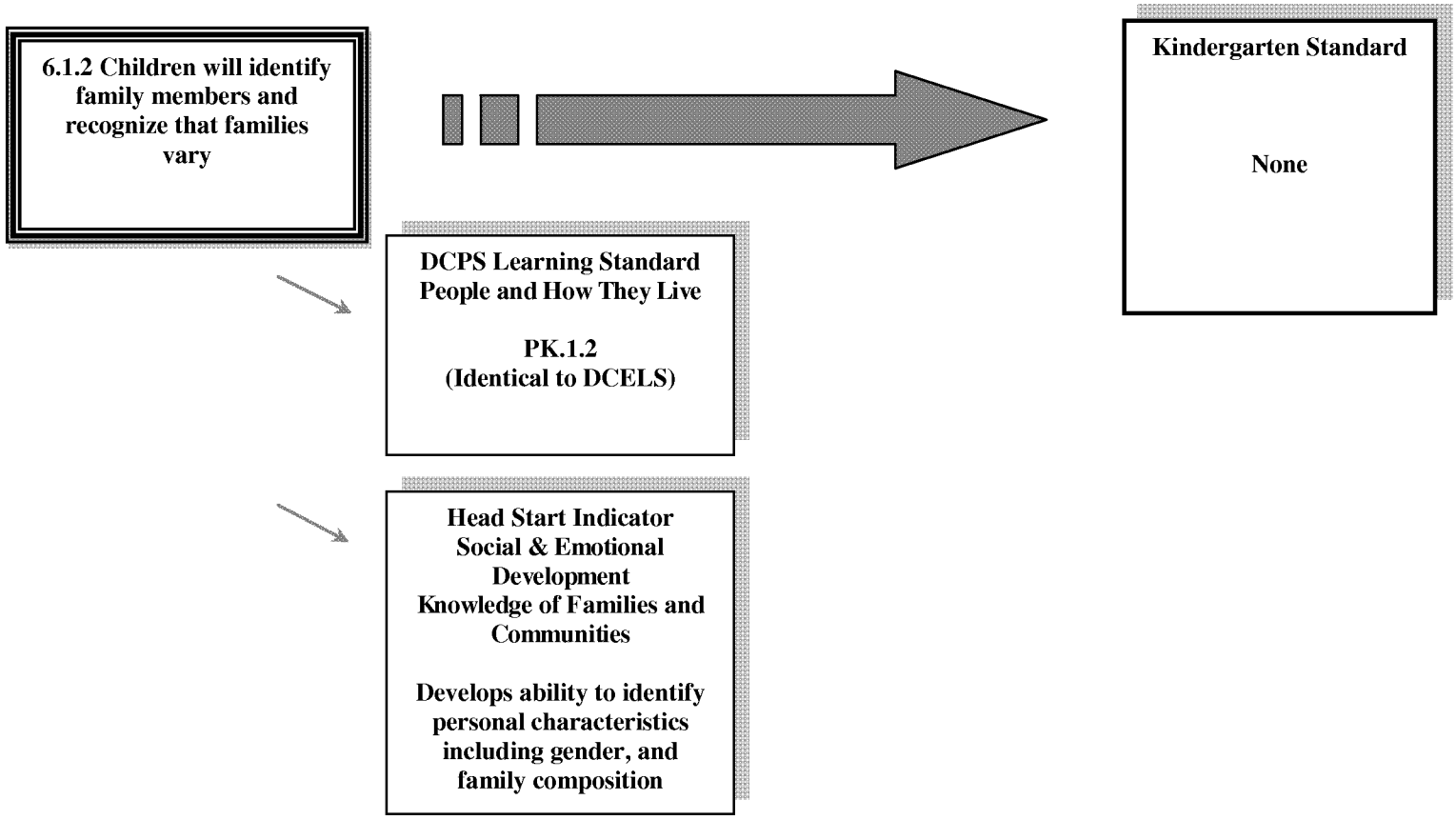

Early Learning Standards
Domain 6: Social Studies

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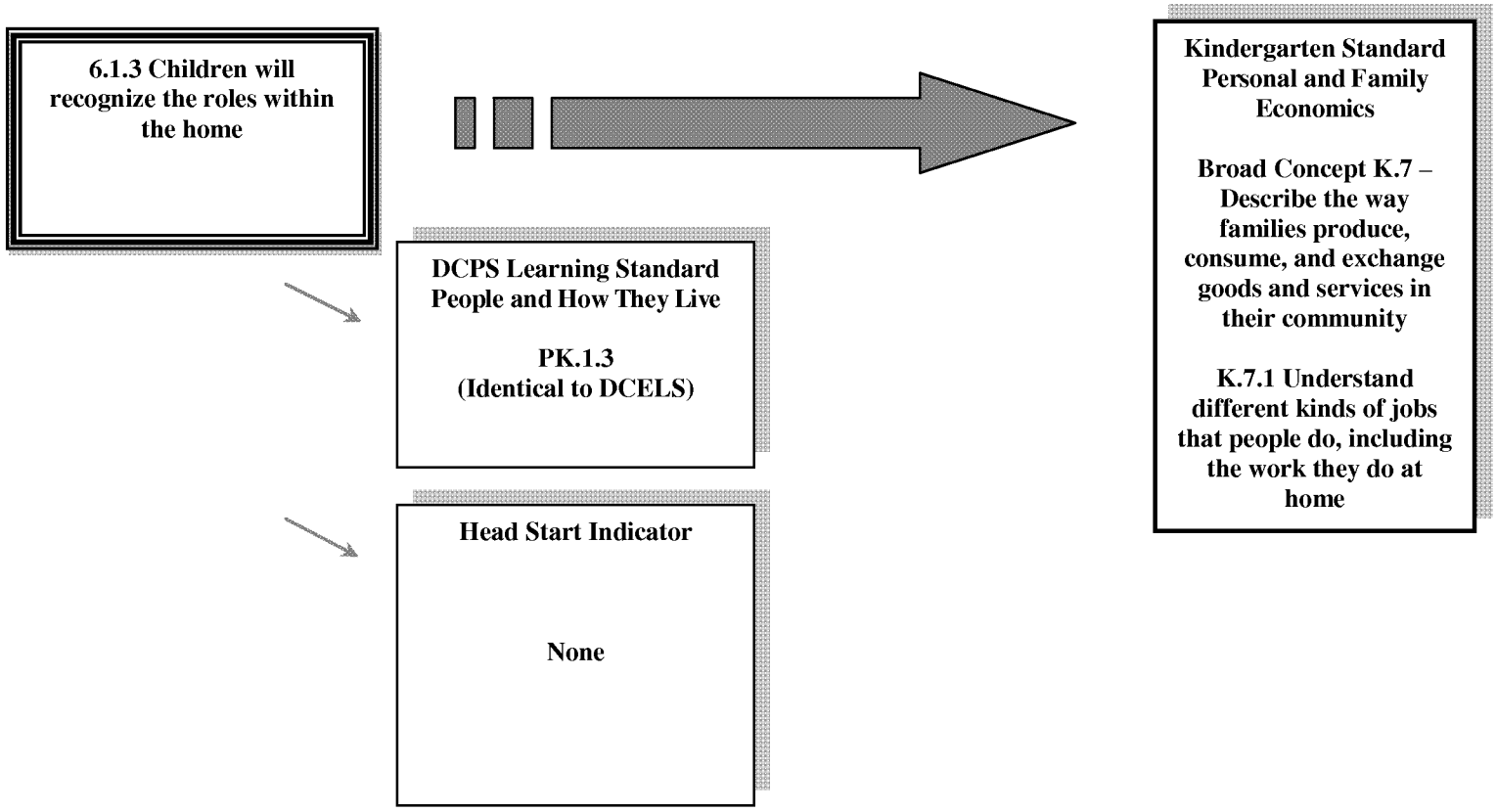
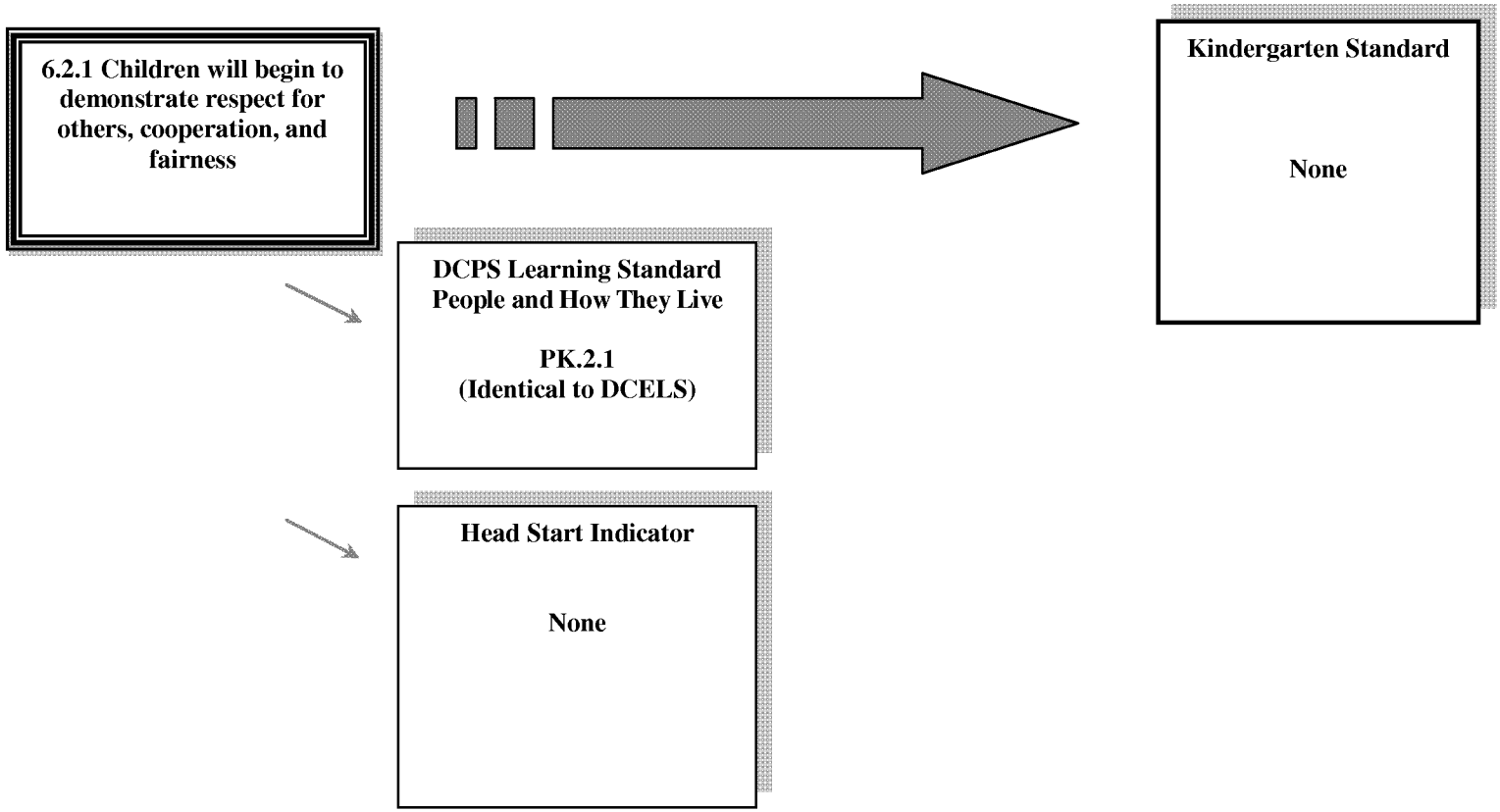


Early Learning Standards
Domain 6: Social Studies

6.2 Children demonstrate an understanding of self within the context of community



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Domain 6: Social Studies

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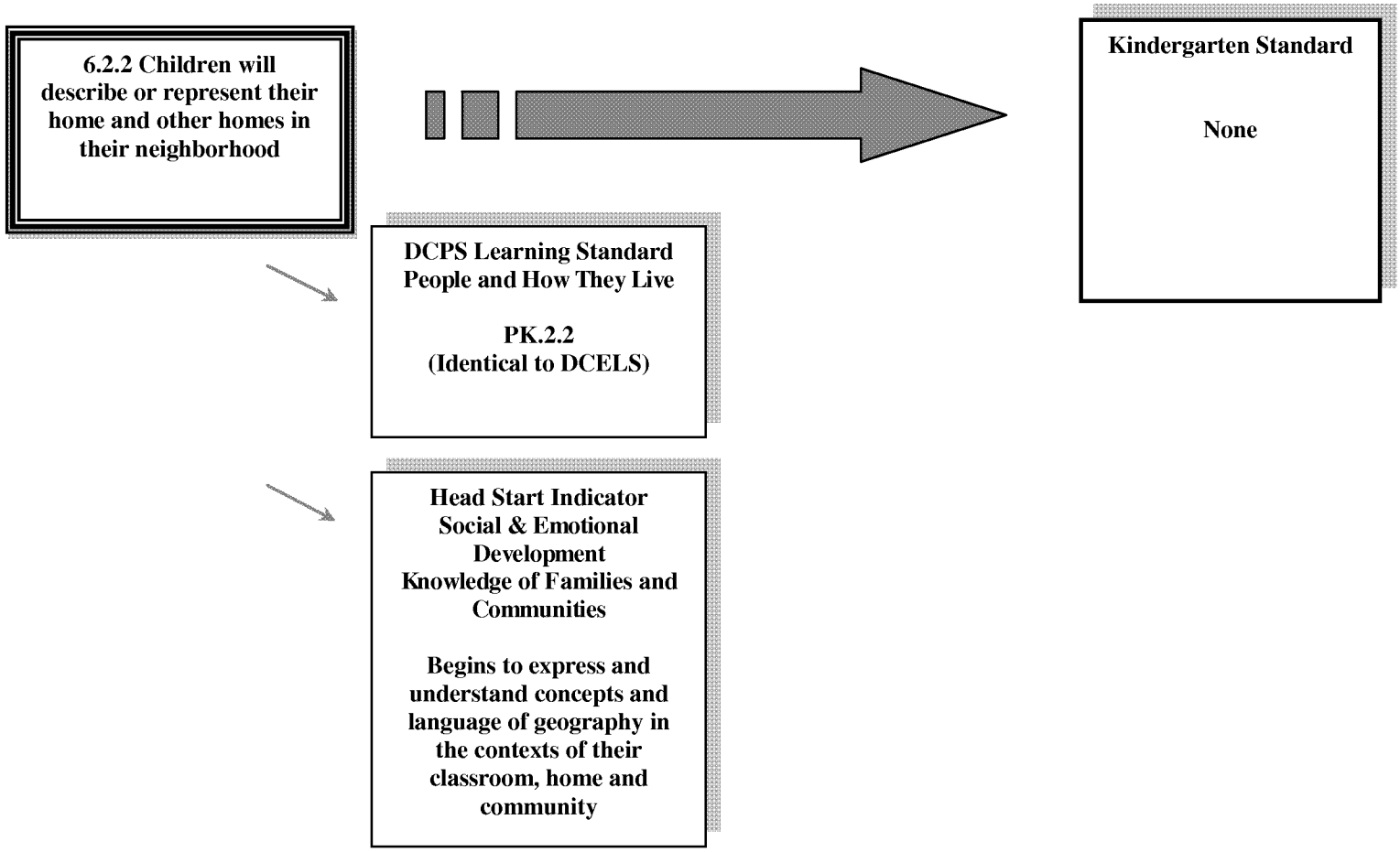

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Domain 6: Social Studies

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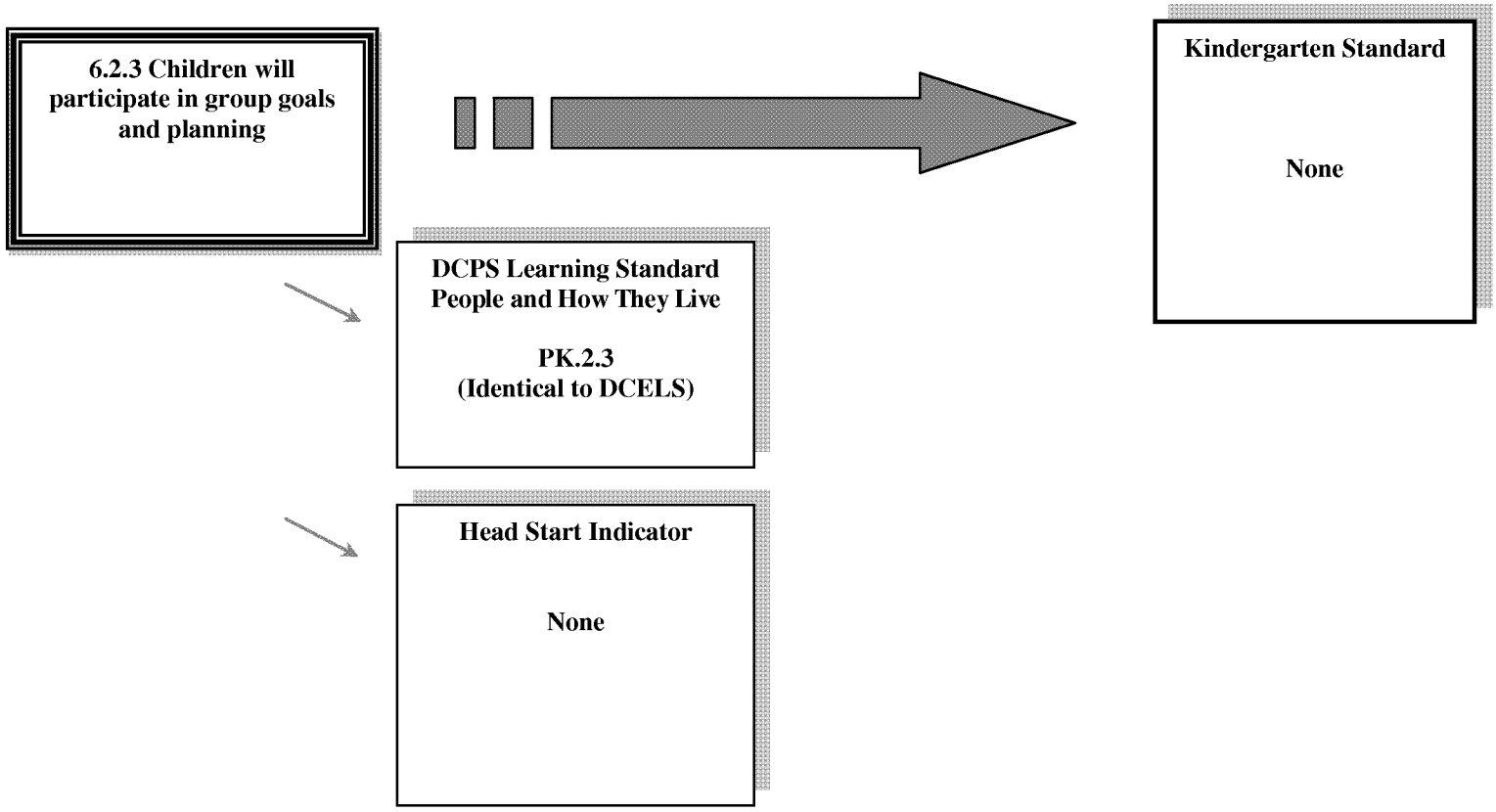

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Domain 6: Social Studies

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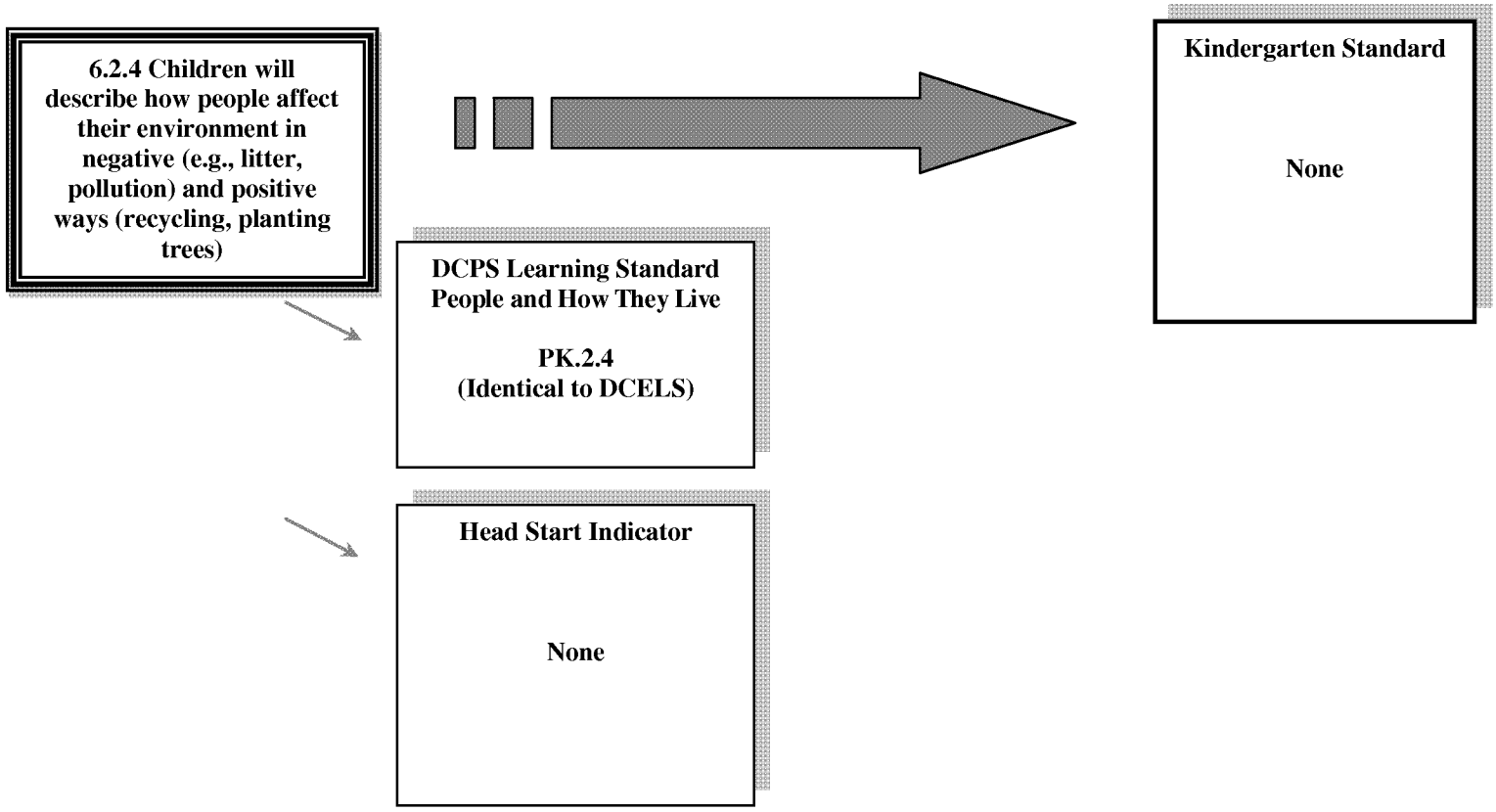
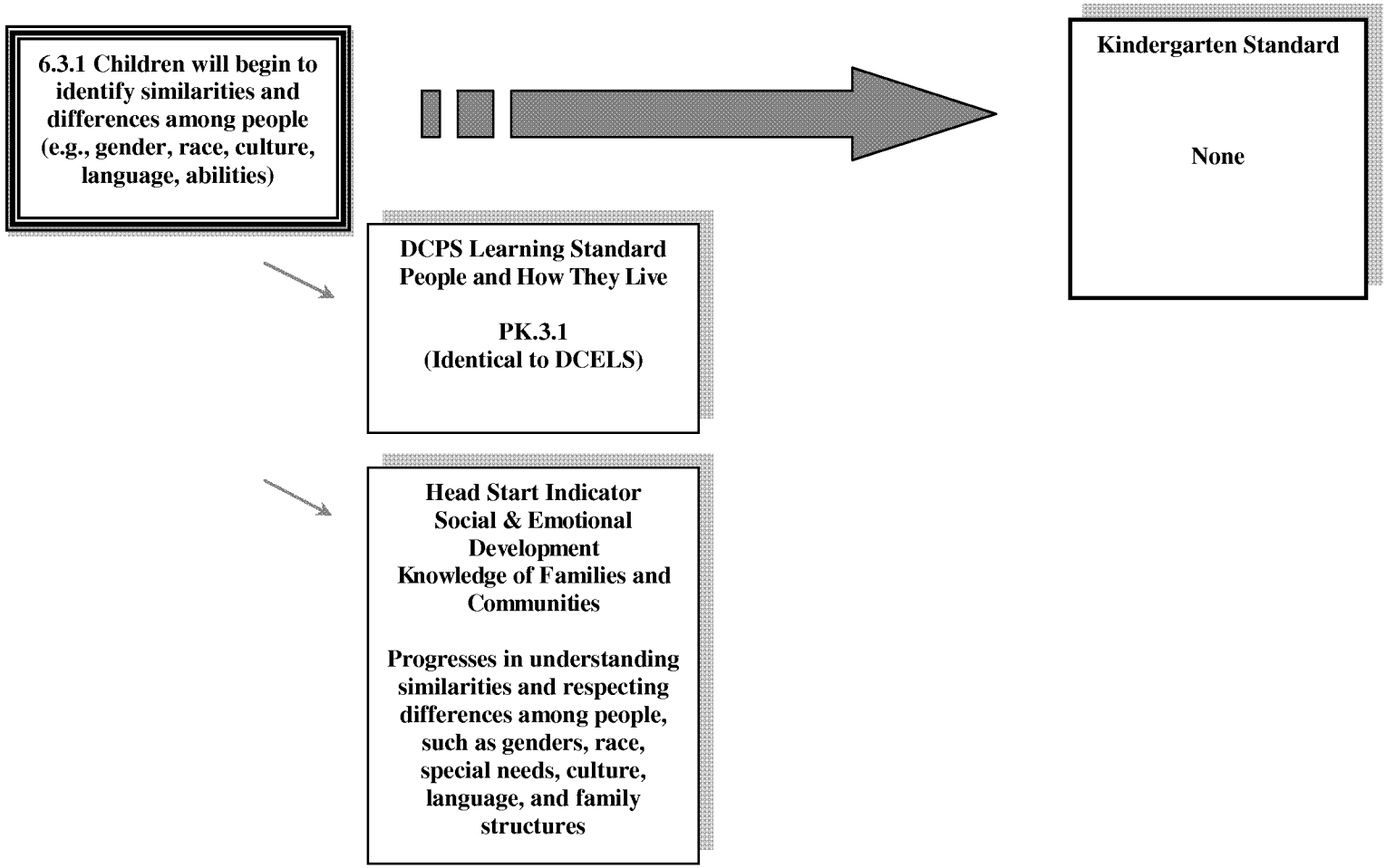


Early Learning Standards
Domain 6: Social Studies

6.3 Children begin to notice and acknowledge diversity



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Domain 6: Social Studies

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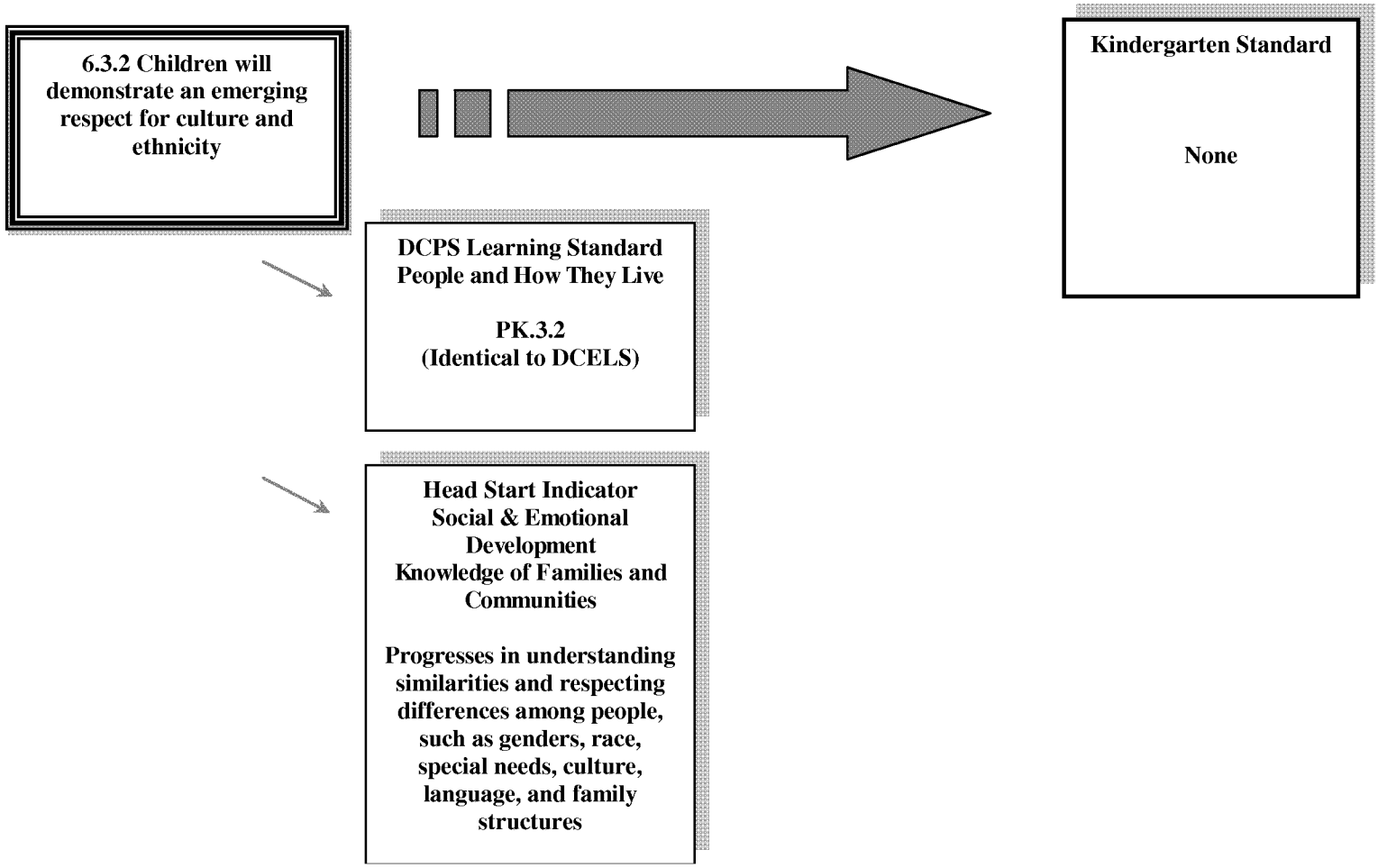

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Domain 6: Social Studies

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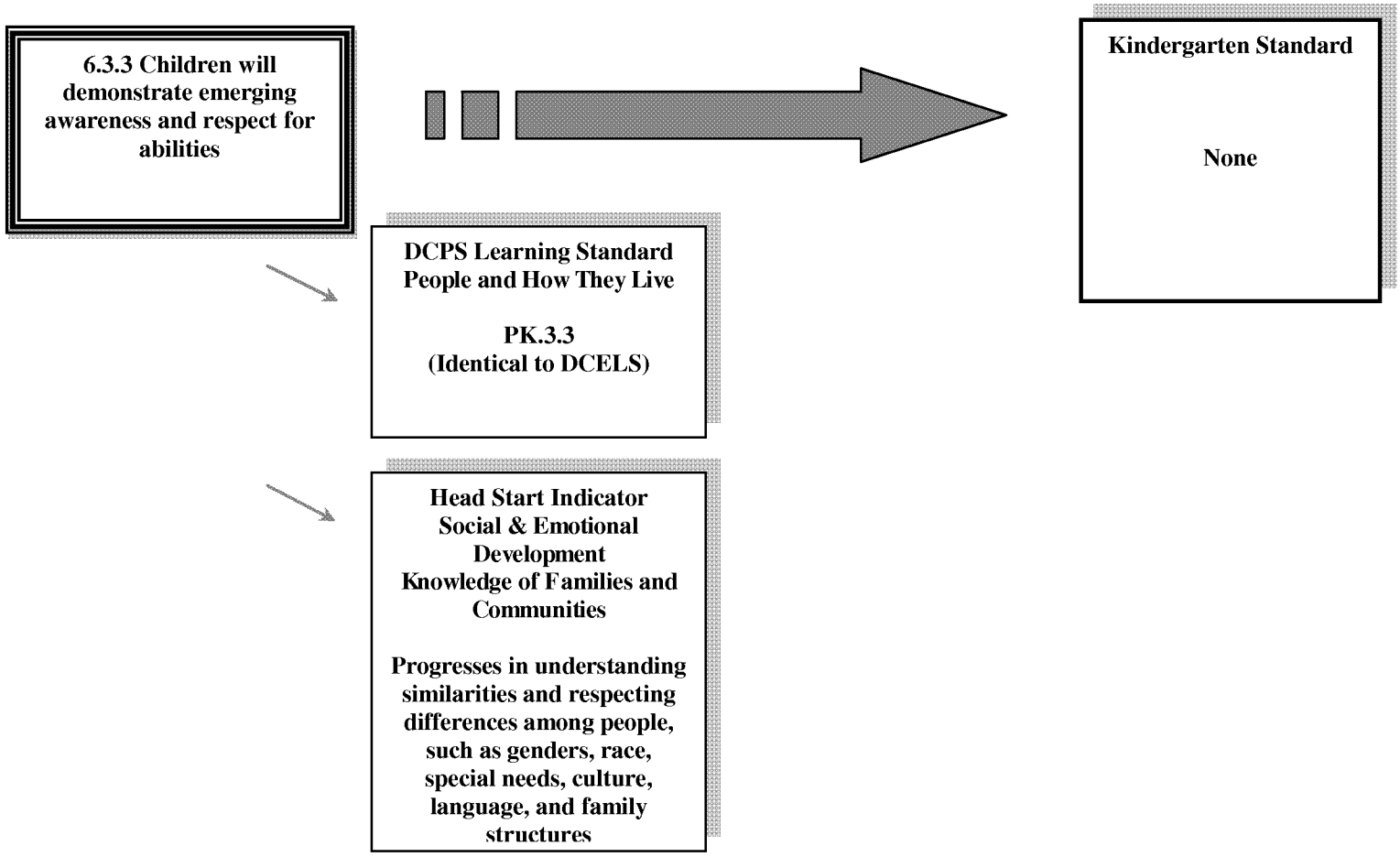
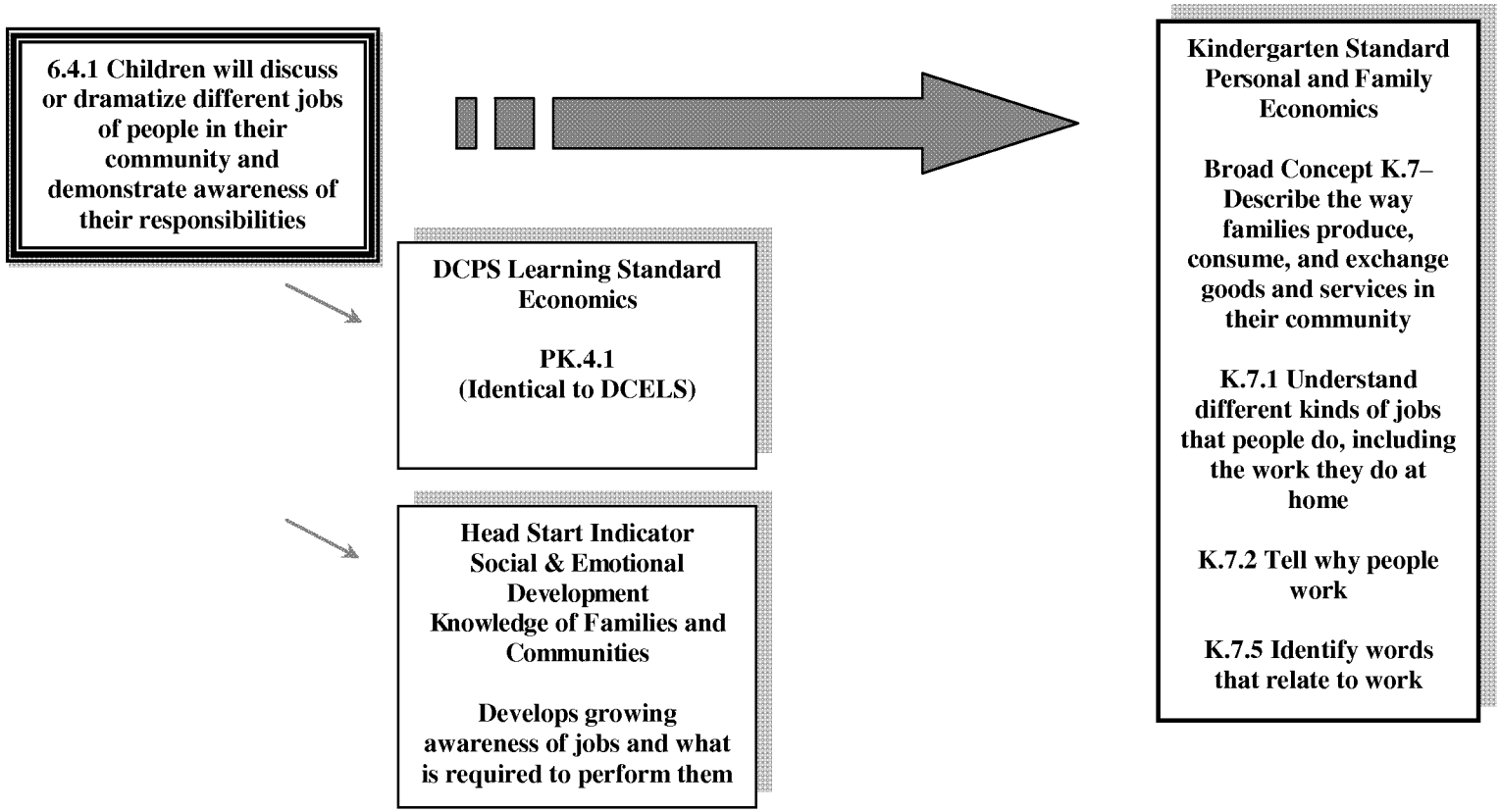


Early Learning Standards
Domain 6: Social Studies

6.4 Children develop a basic understanding of economic concepts



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Domain 6: Social Studies

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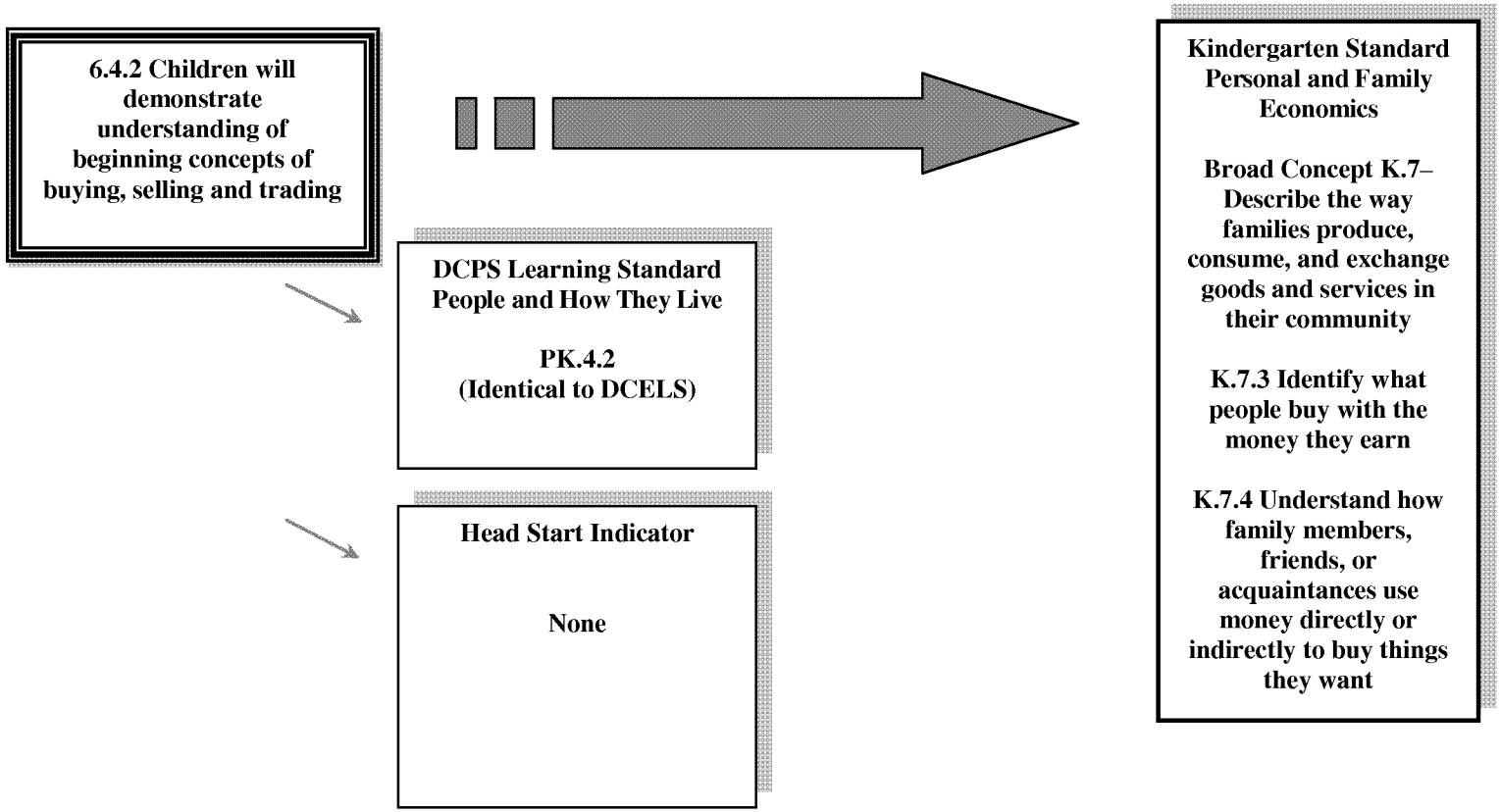

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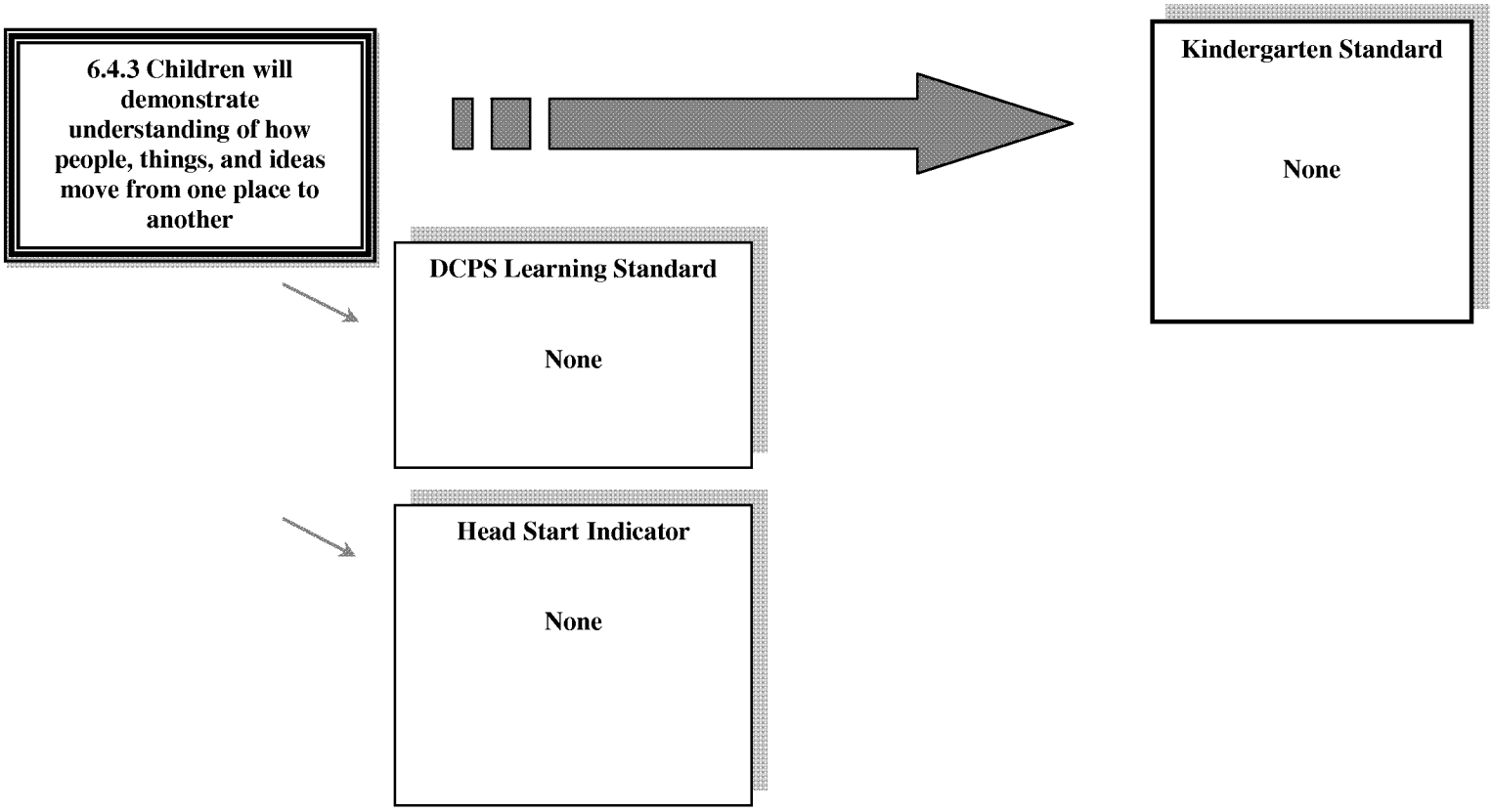
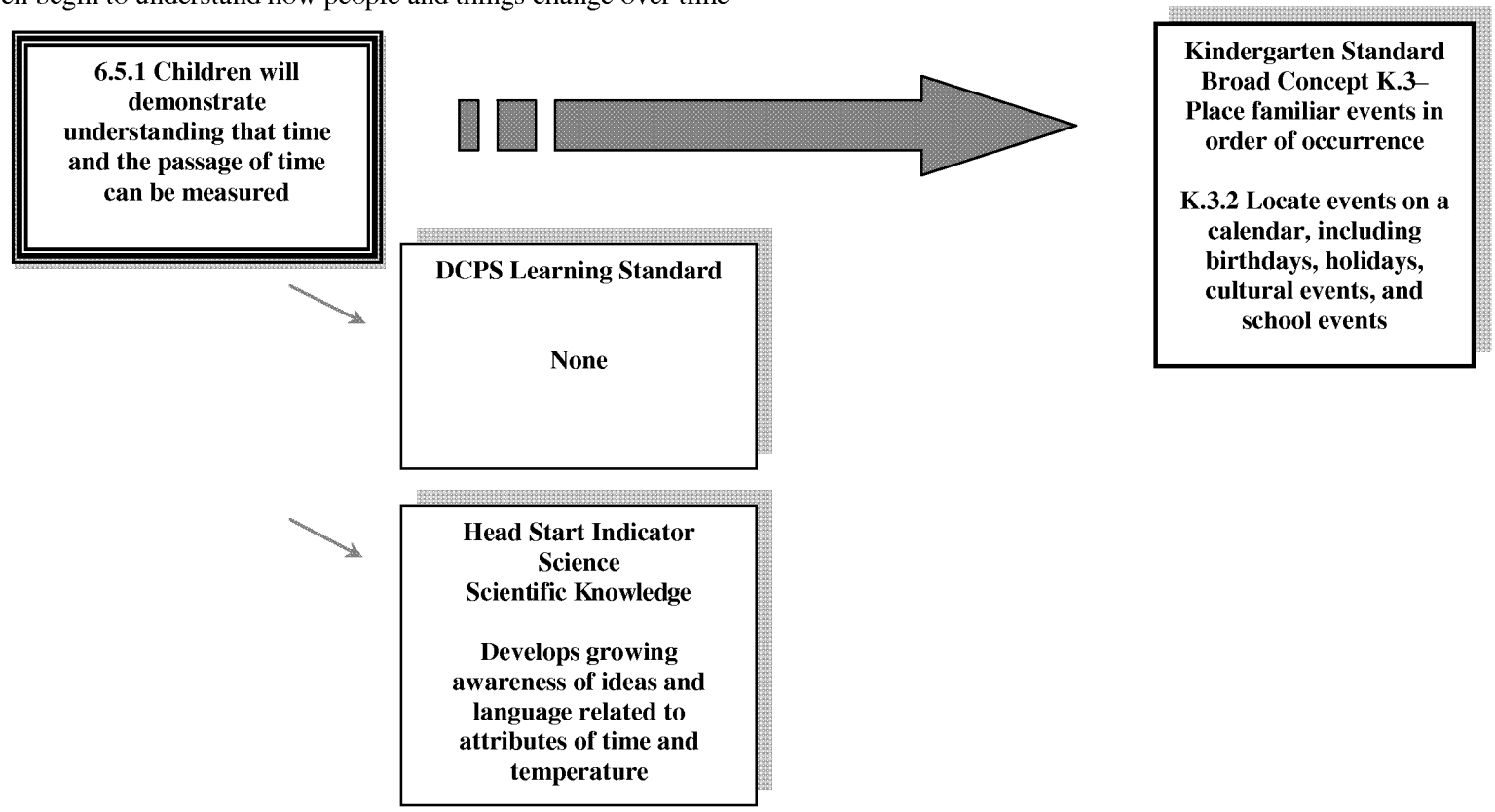


Early Learning Standards
Domain 6: Social Studies

6.5 Children begin to understand how people and things change over time



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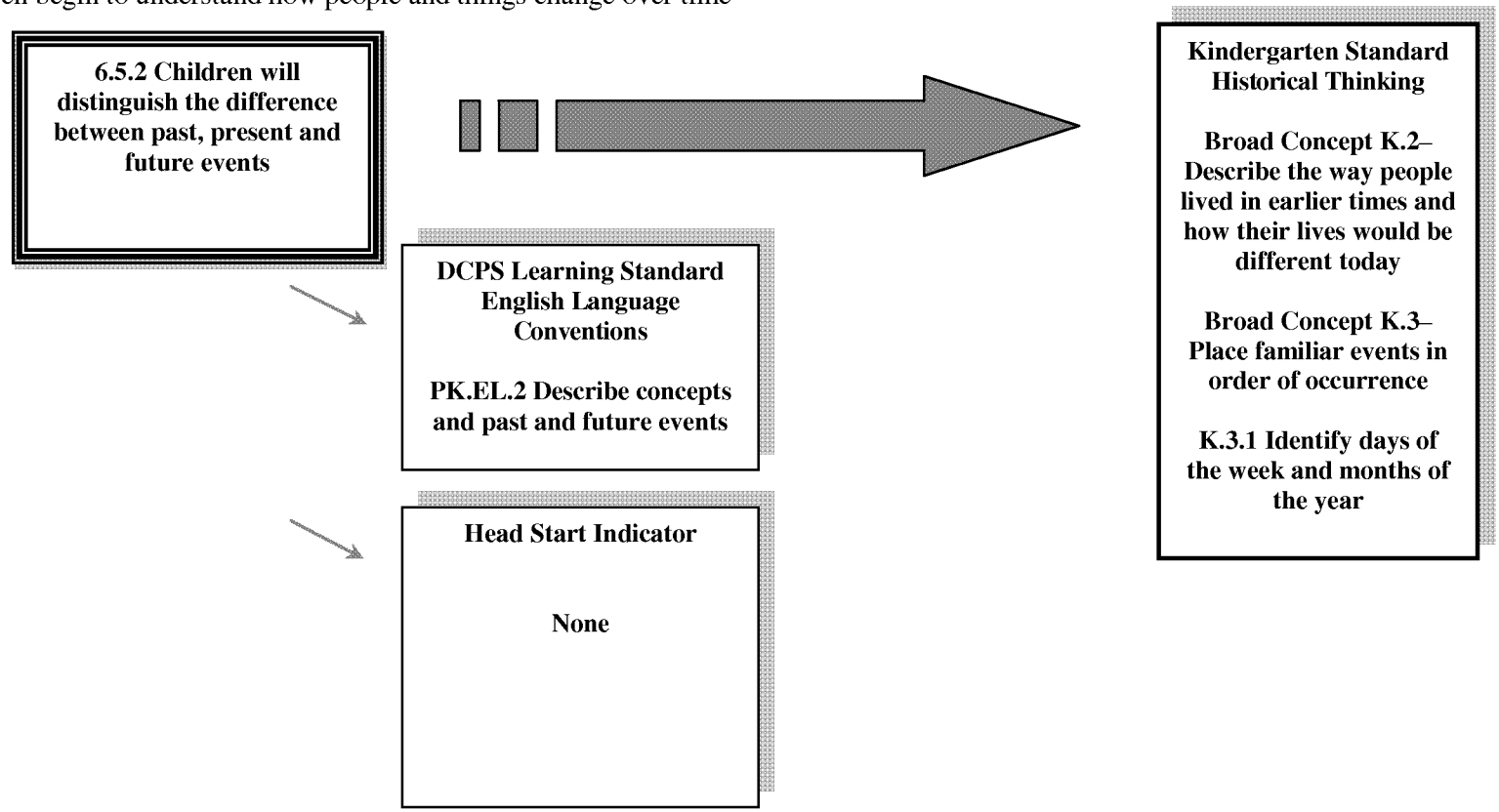

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Domain 6: Social Studies

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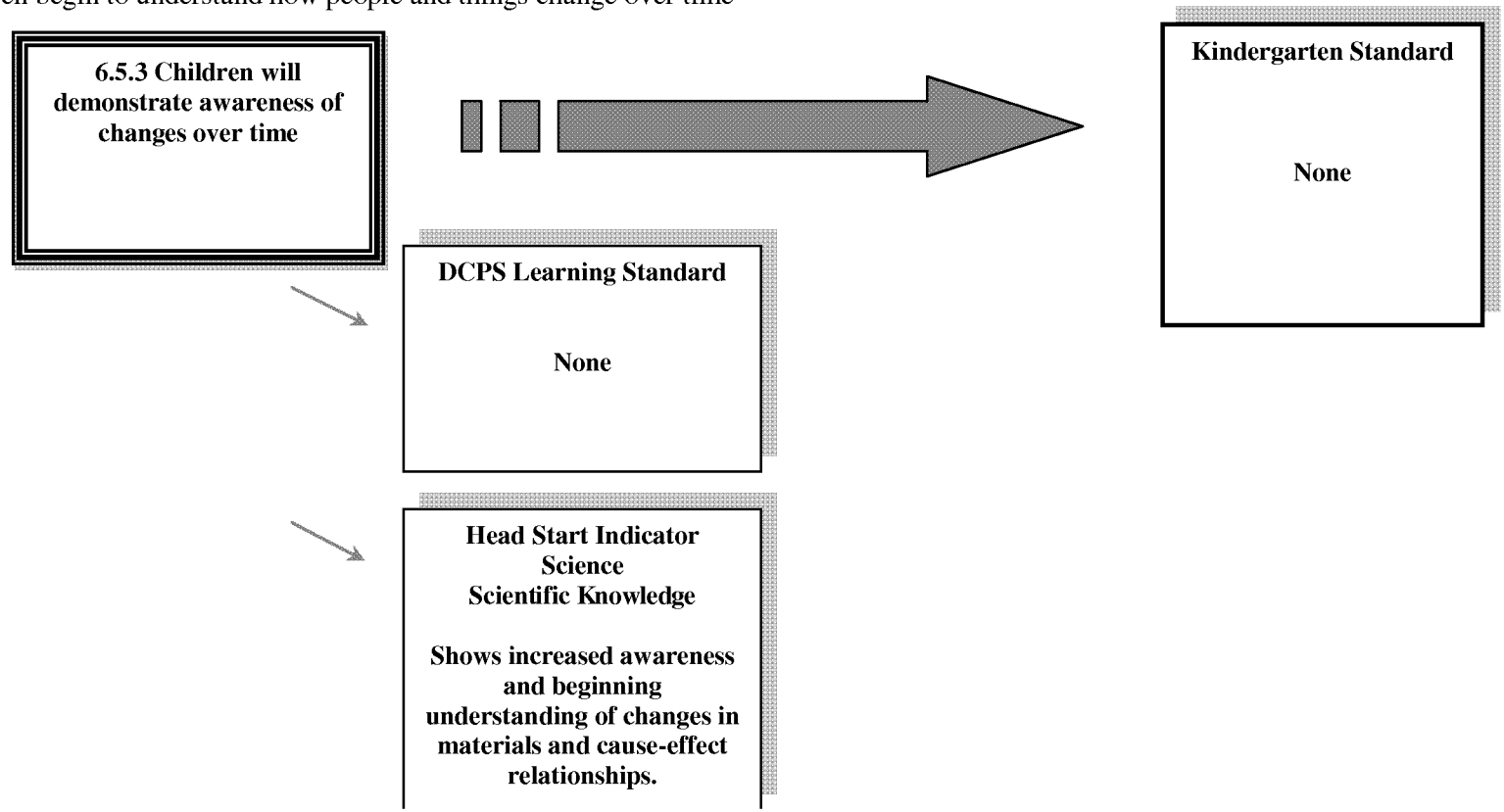

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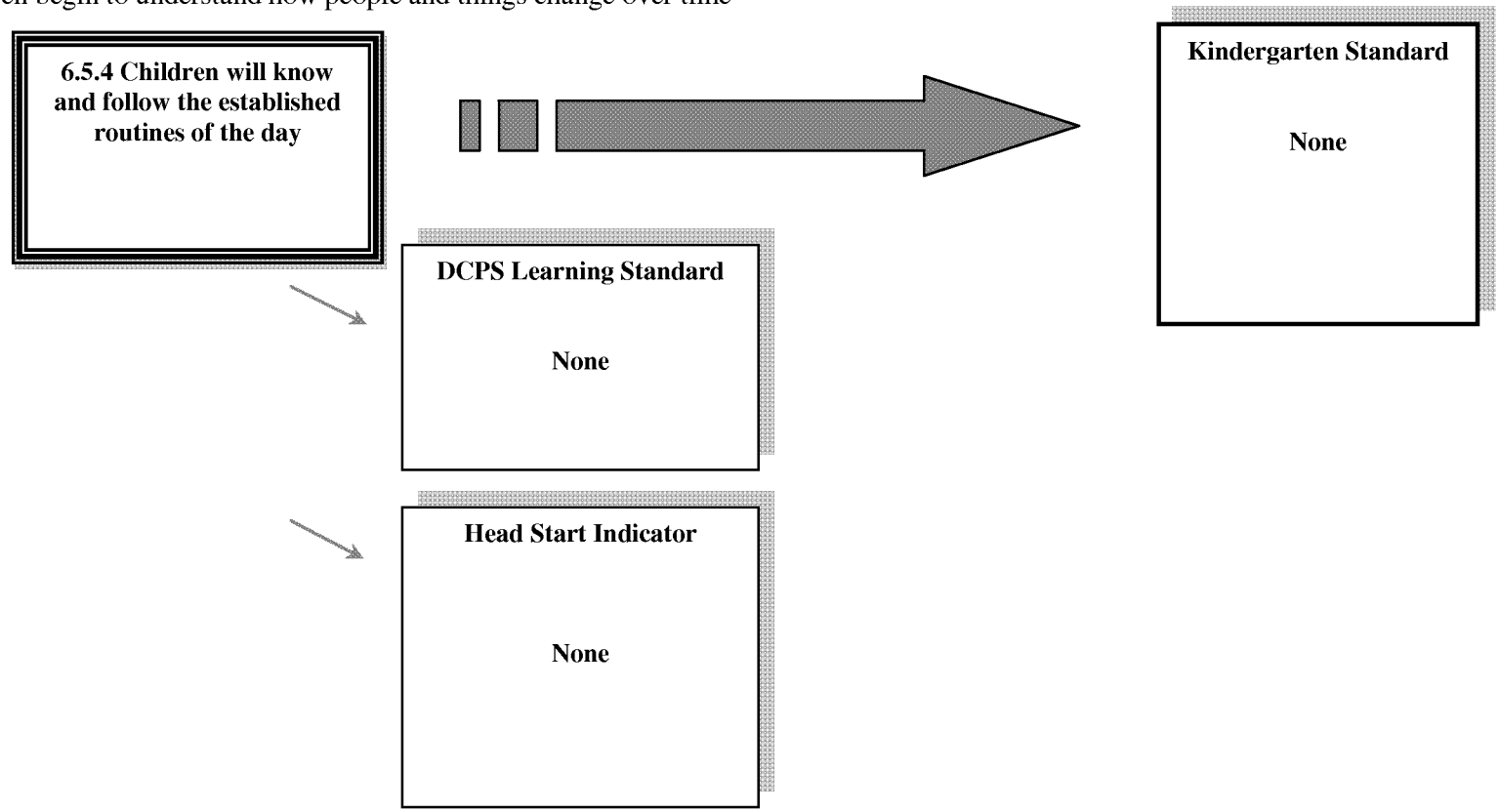

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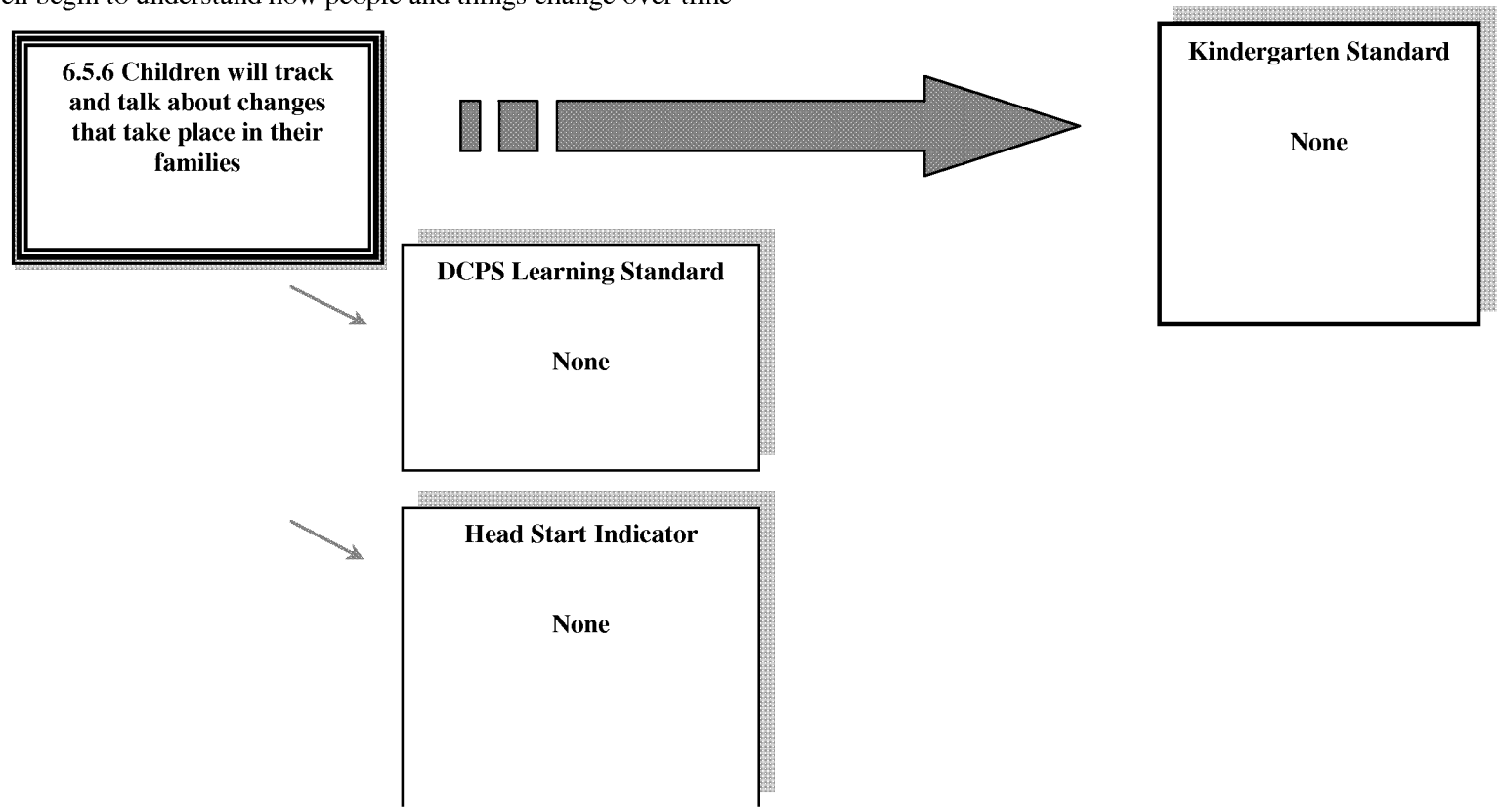
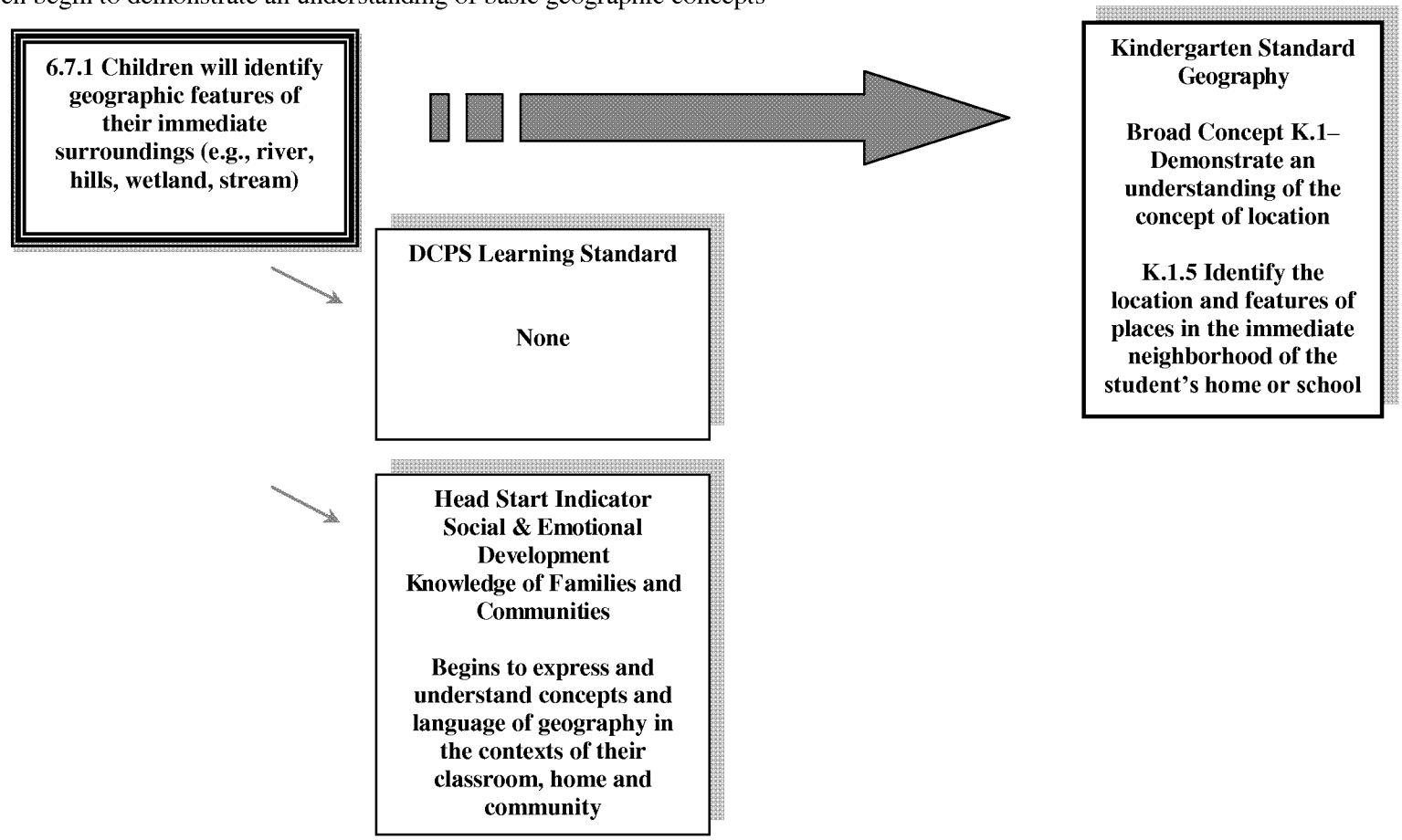


Early Learning Standards
Domain 6: Social Studies

6.7 Children begin to demonstrate an understanding of basic geographic concepts



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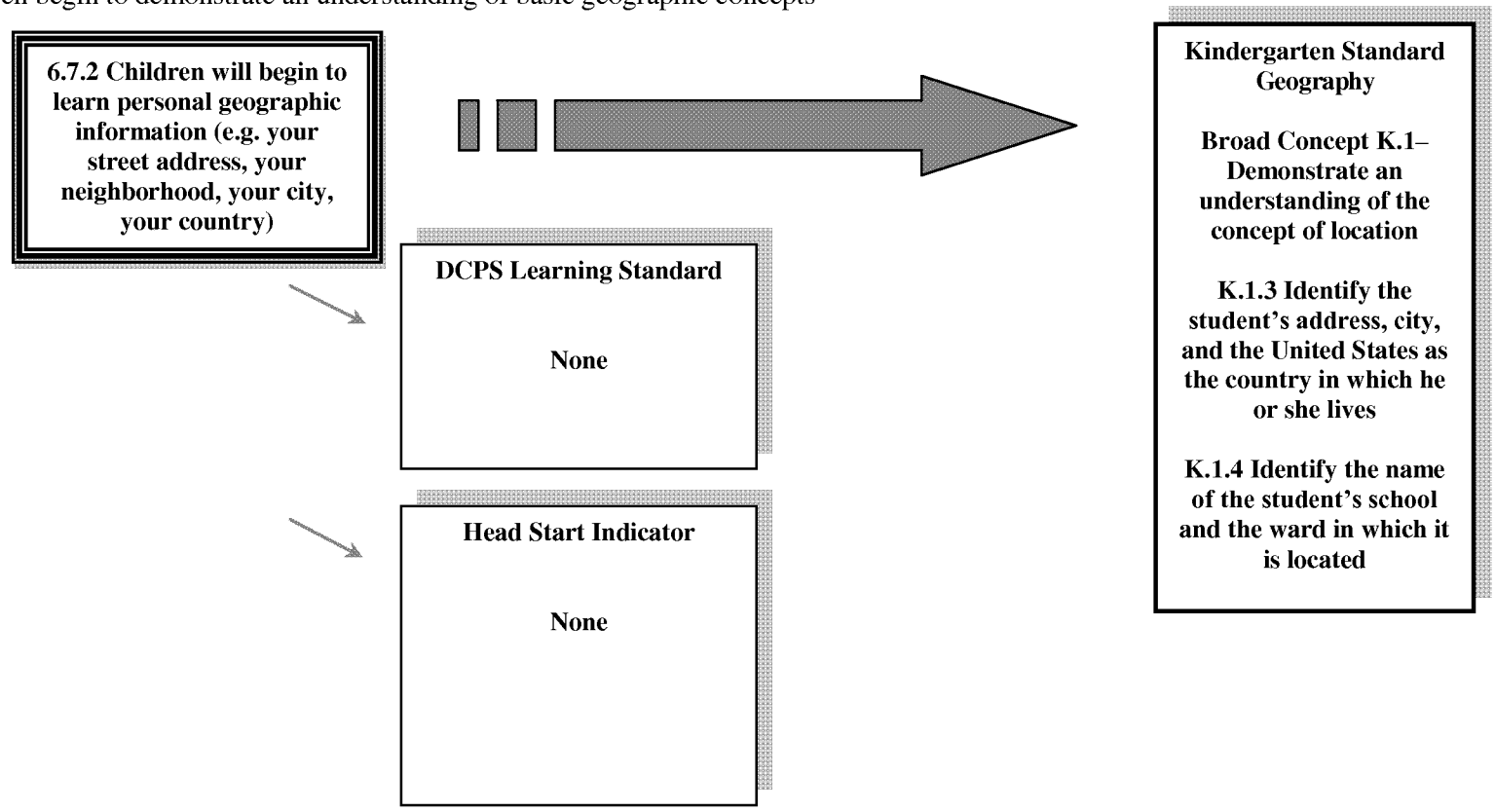

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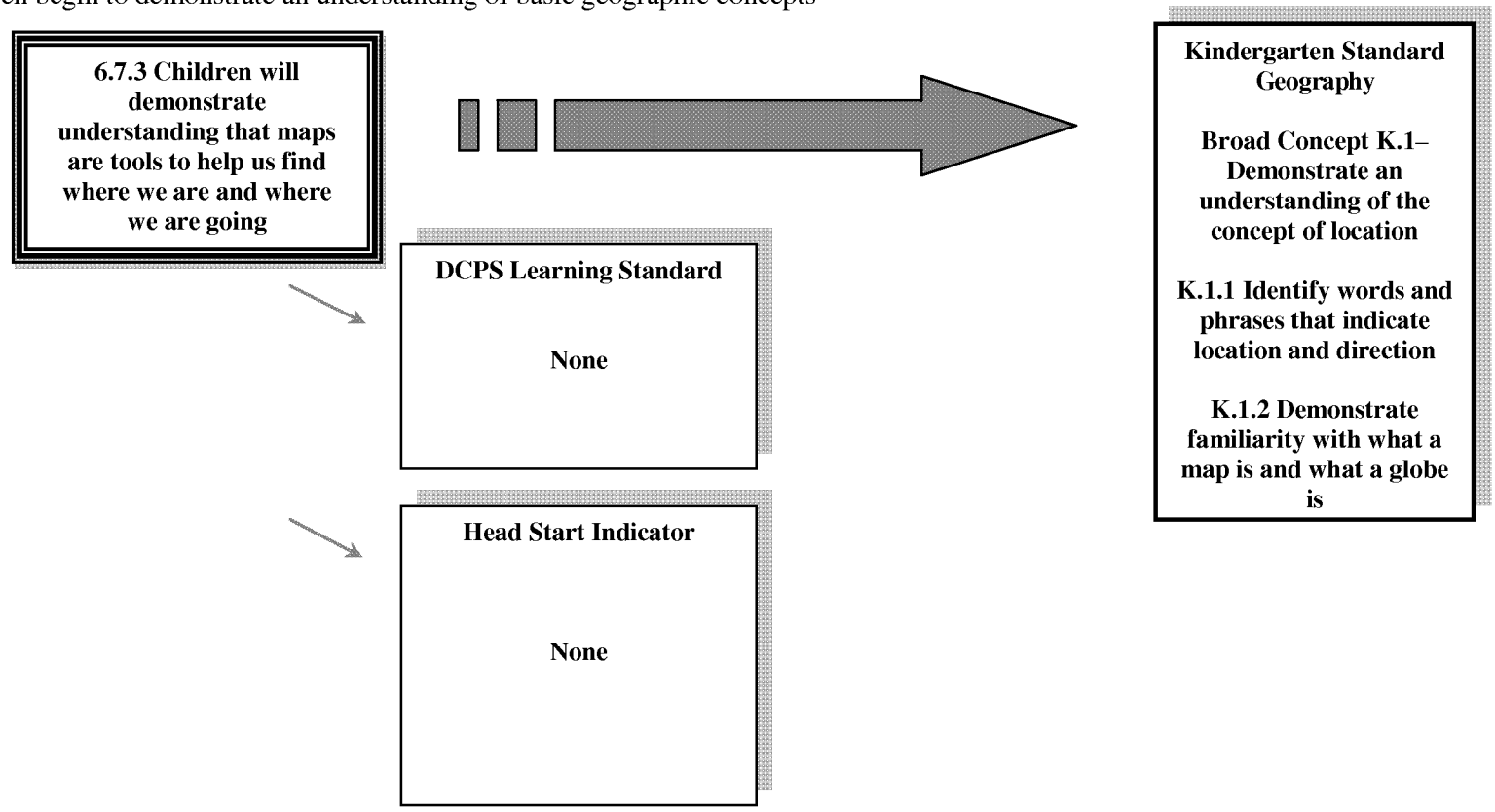

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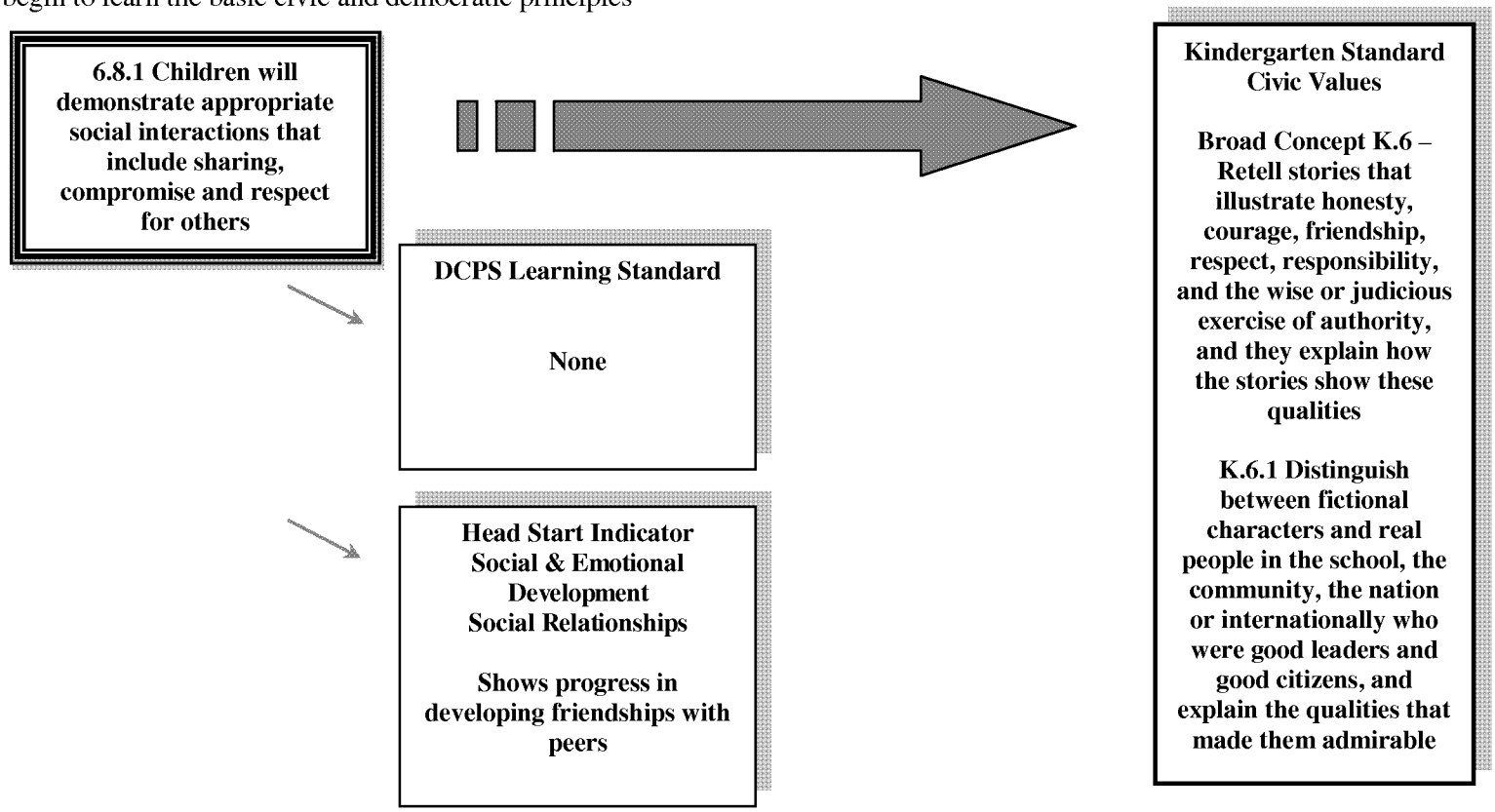

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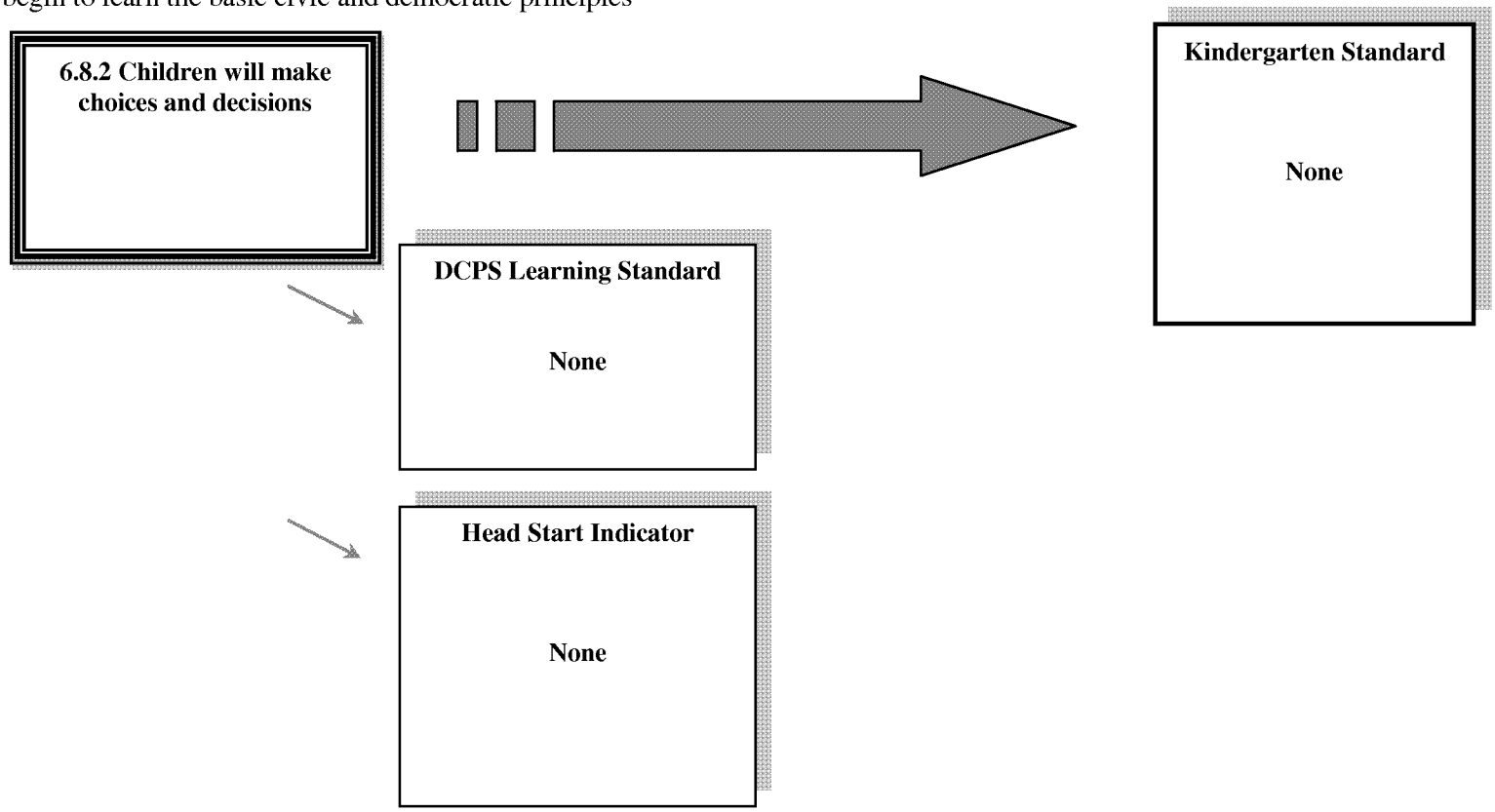

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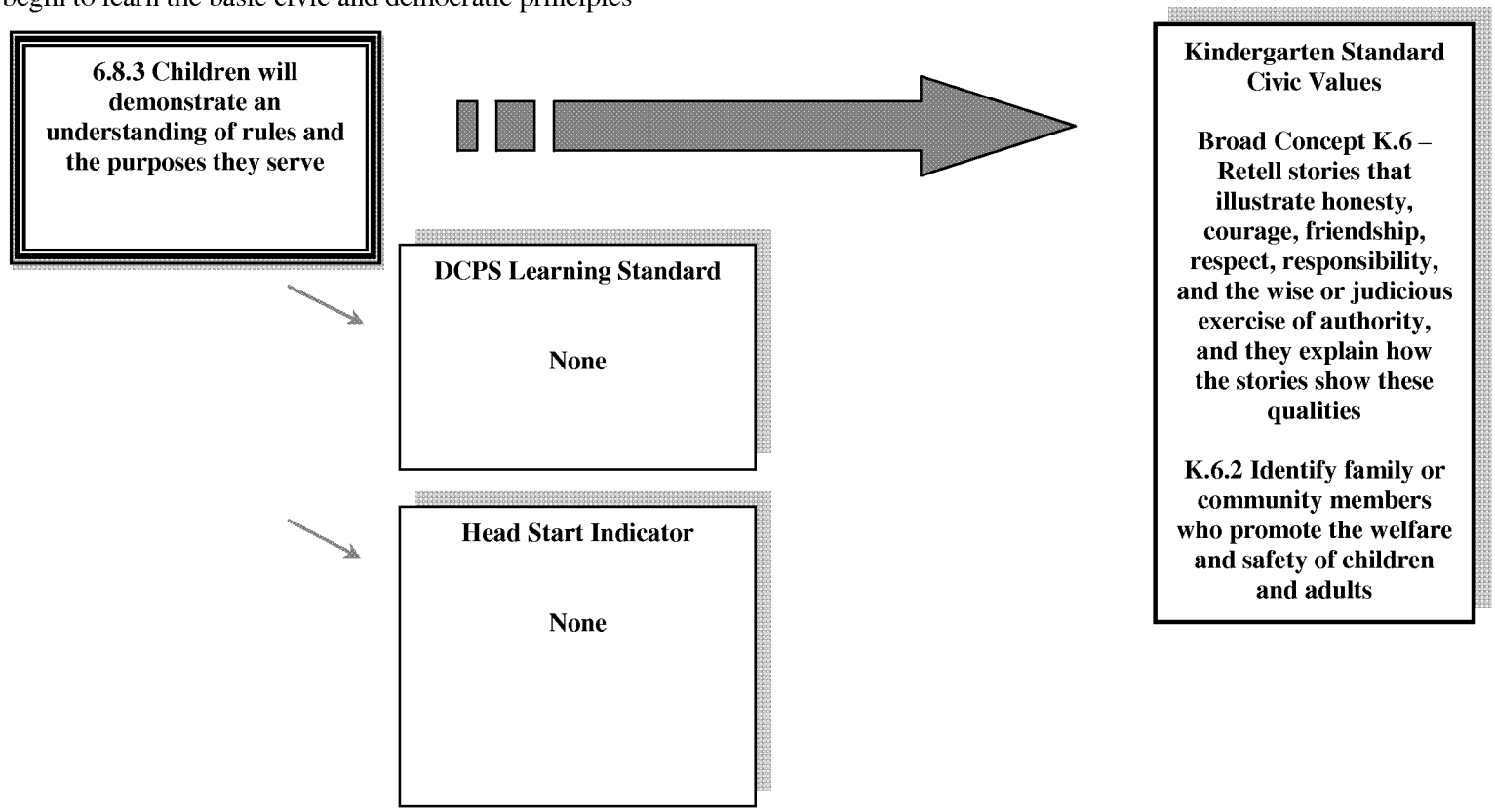

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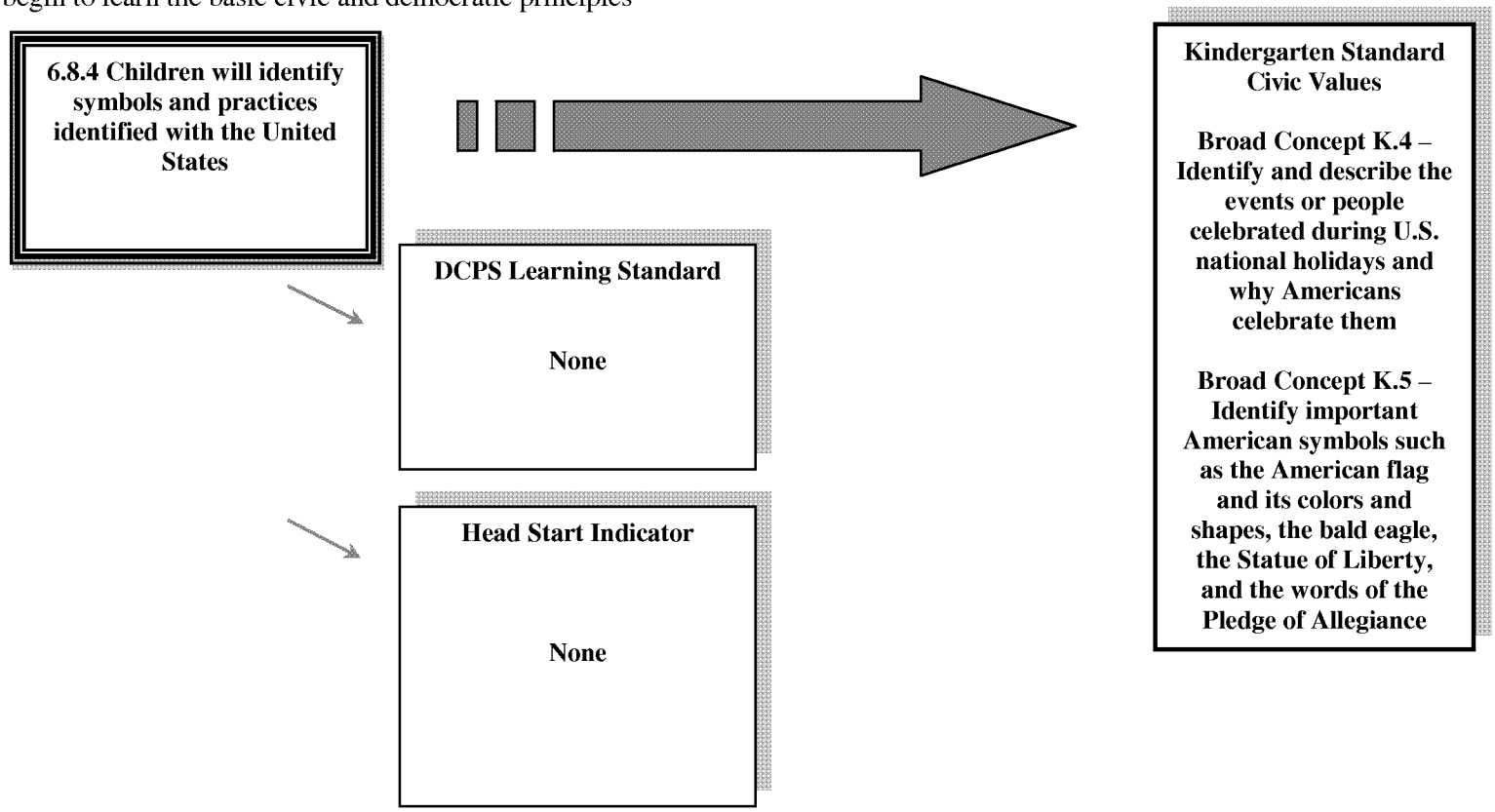
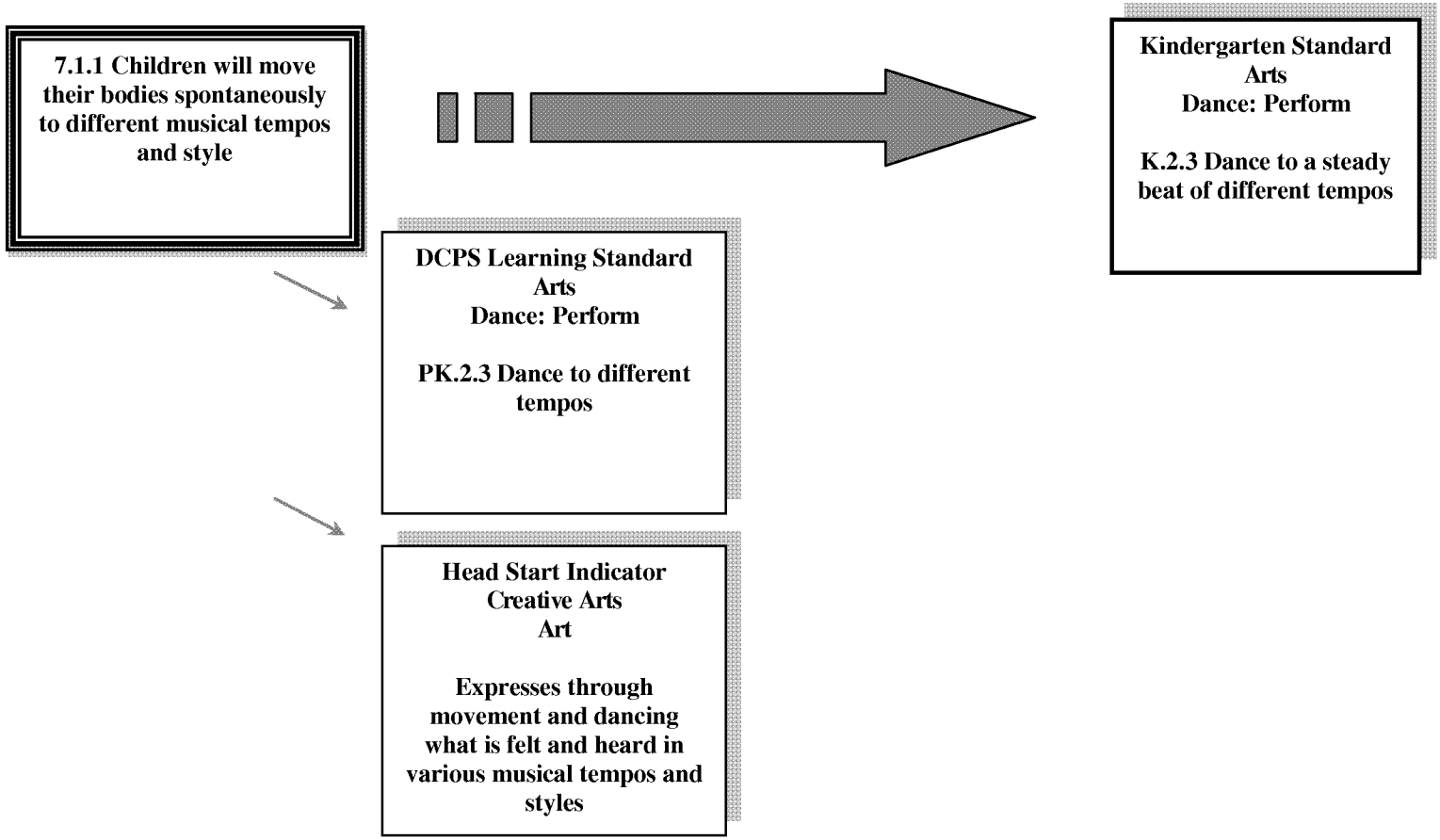


Early Learning Standards
Domain 7: Creative Arts

Art is designing, creating and exploring. Children mix paints; pound and shape clay; build structures with blocks; dance; dramatize stories; clap rhythms; and sing chants and songs. Children like to get their hands into materials and move their bodies. Investigating and appreciating the arts provide children a way to express ideas and feelings and communicate in ways that reflect their unique learning styles and views of the world.

7.1 Movement – Children move their bodies with increasing skill to express emotions and rhythms



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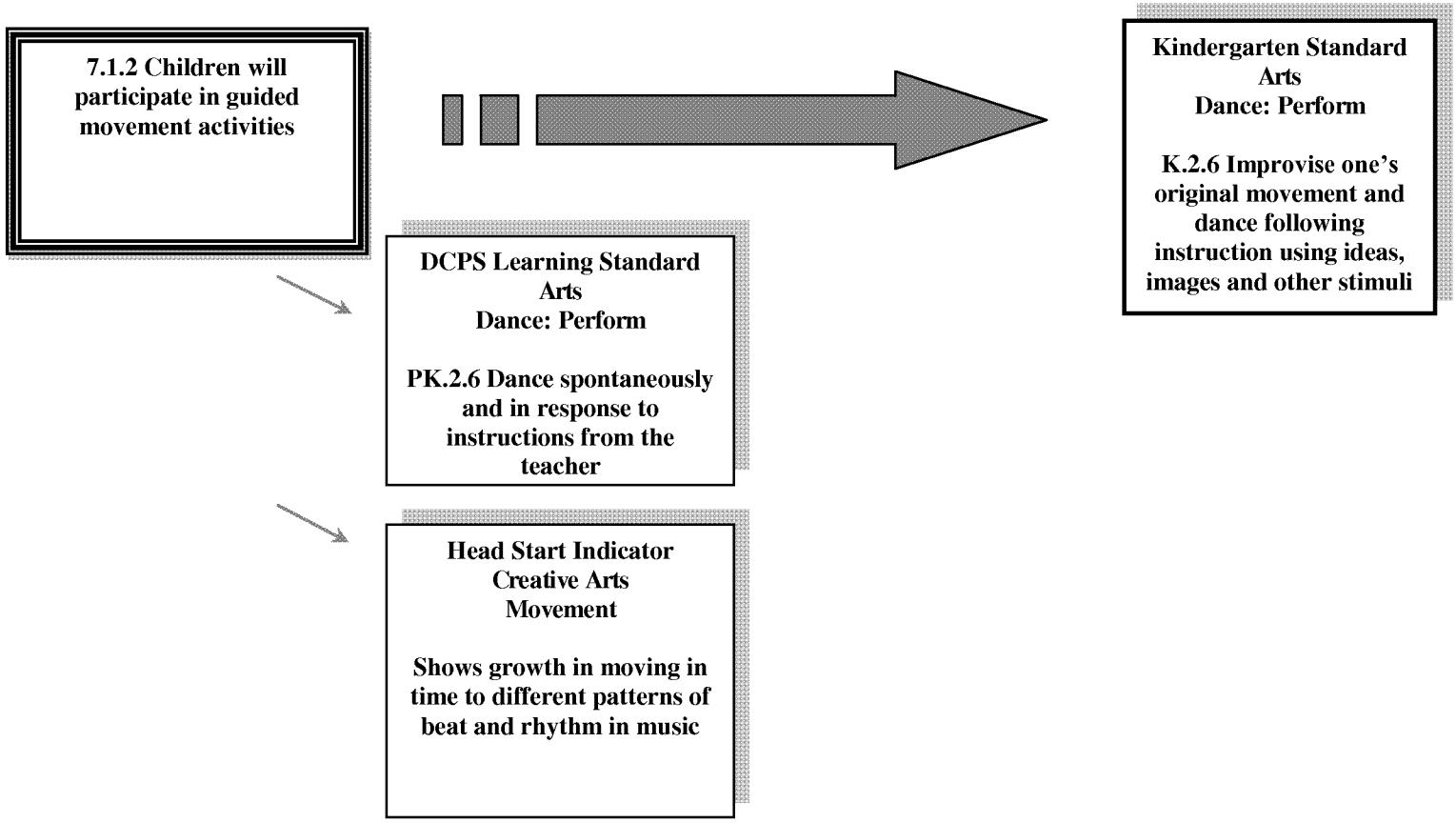
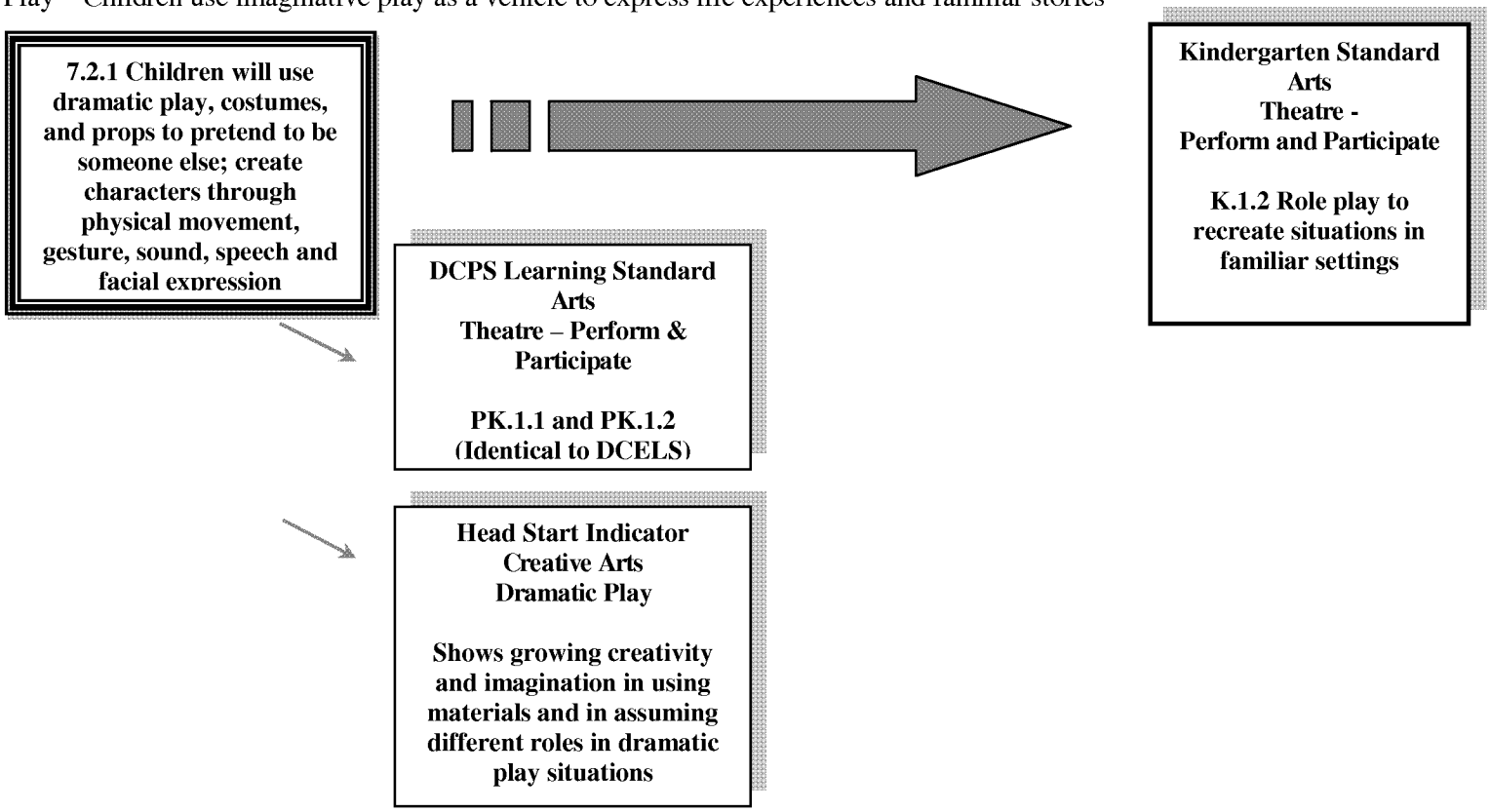


Early Learning Standards
Domain 7: Creative Arts

7.2 Dramatic Play – Children use imaginative play as a vehicle to express life experiences and familiar stories



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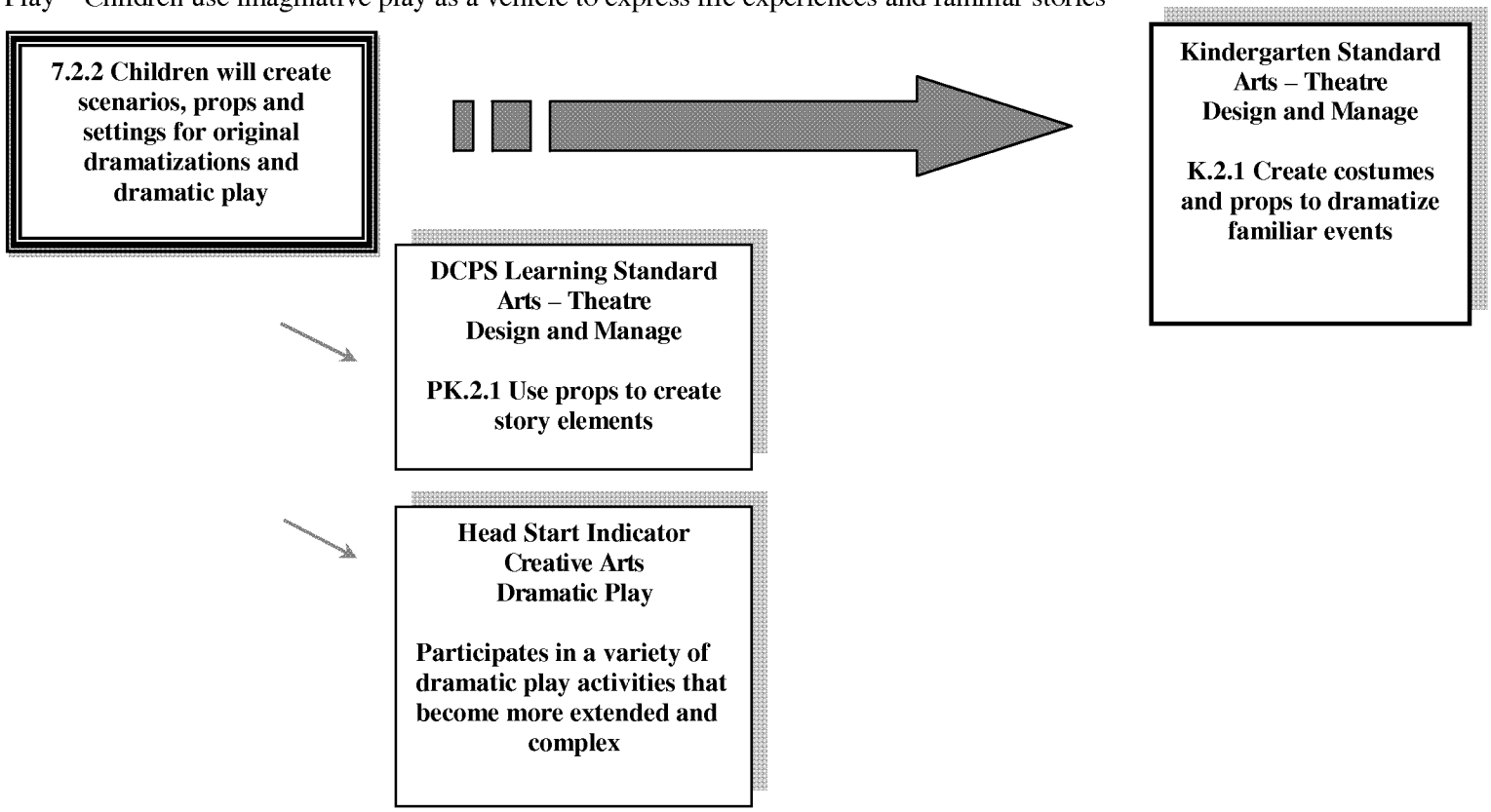
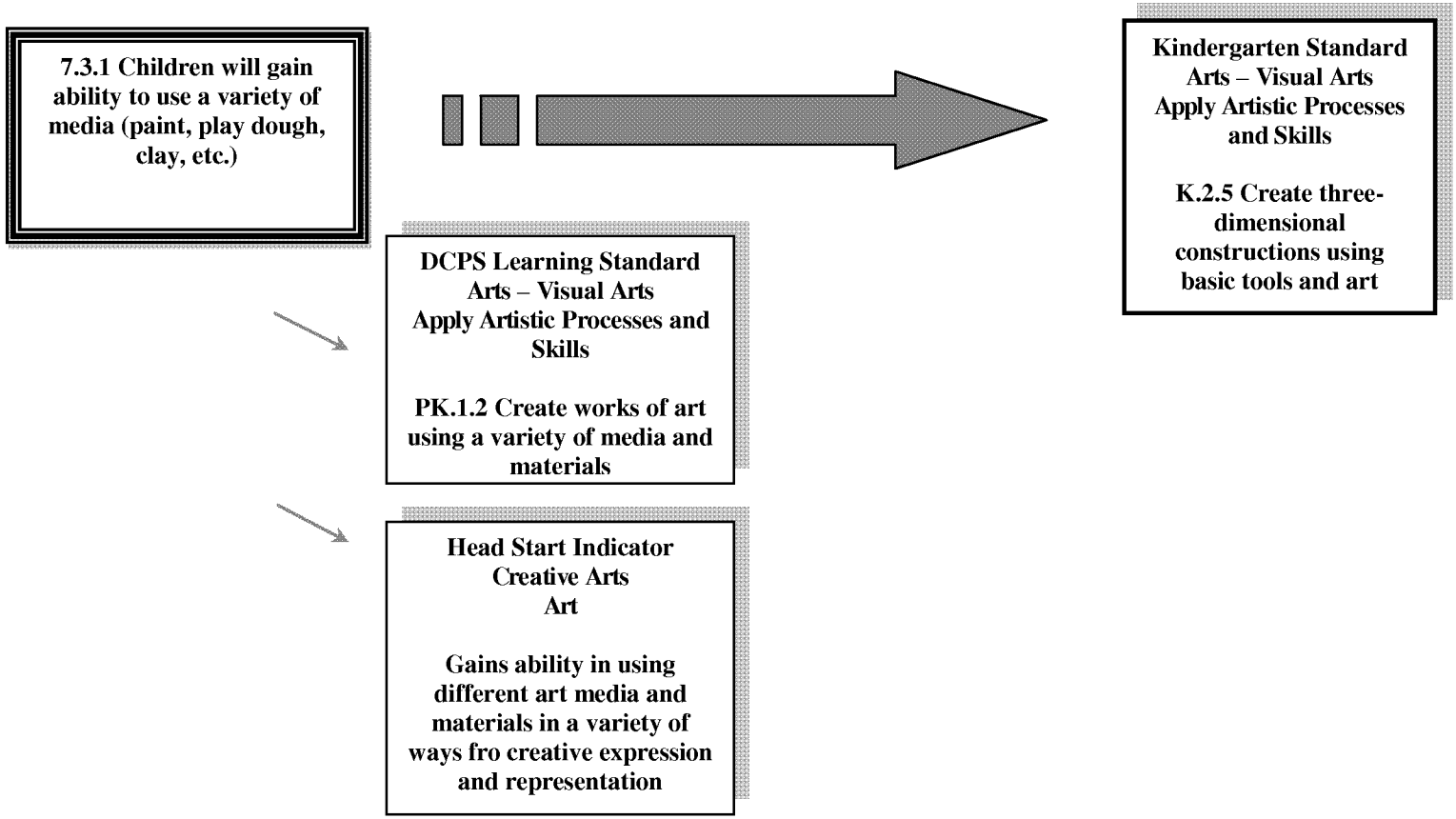


Early Learning Standards
Domain 7: Creative Arts

7.3 Art – Children explore and gain increasing control over a variety of art media, using them to express their ideas



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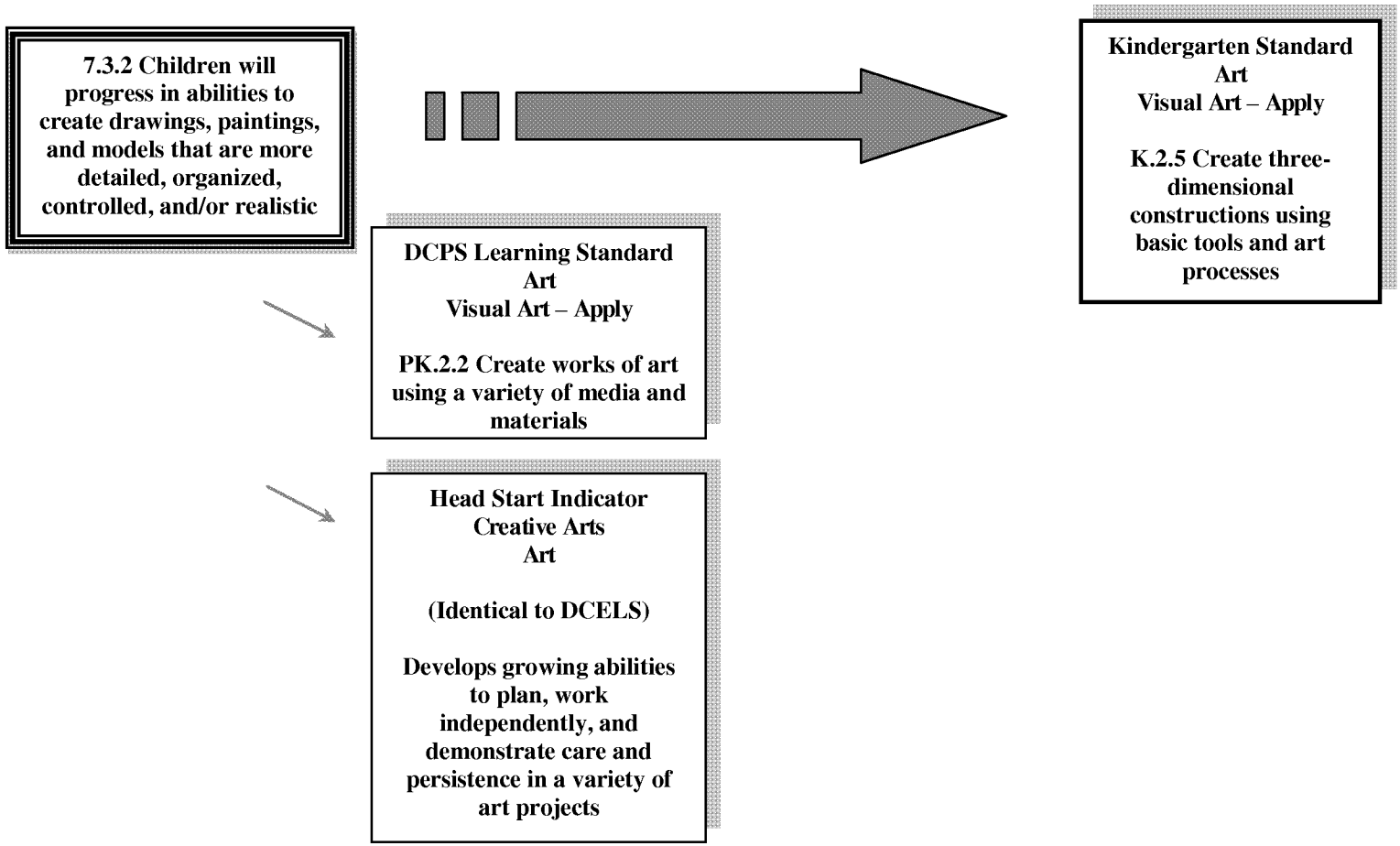

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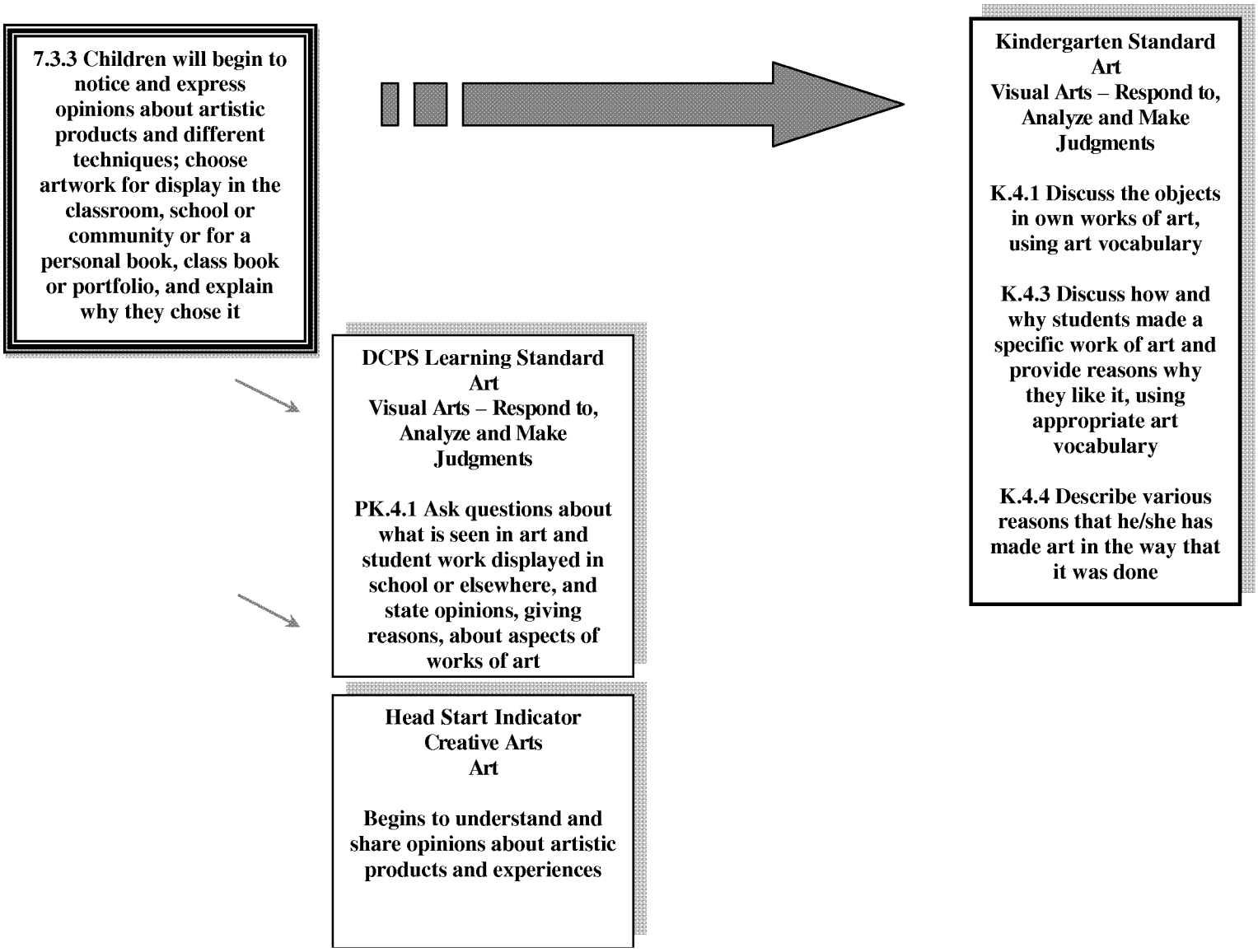

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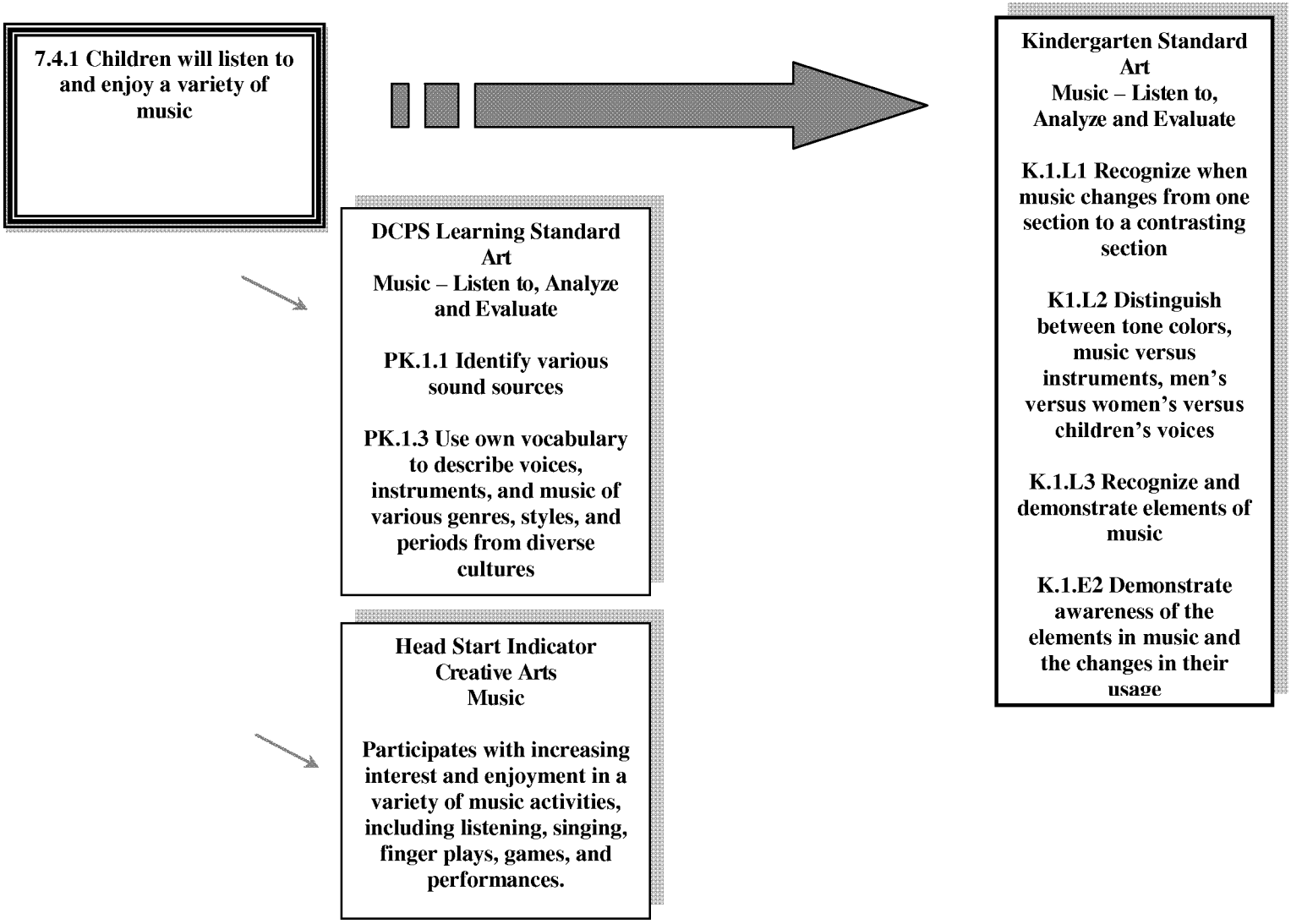
7.4 Music – Children express themselves through music and develop an appreciation for different forms of music



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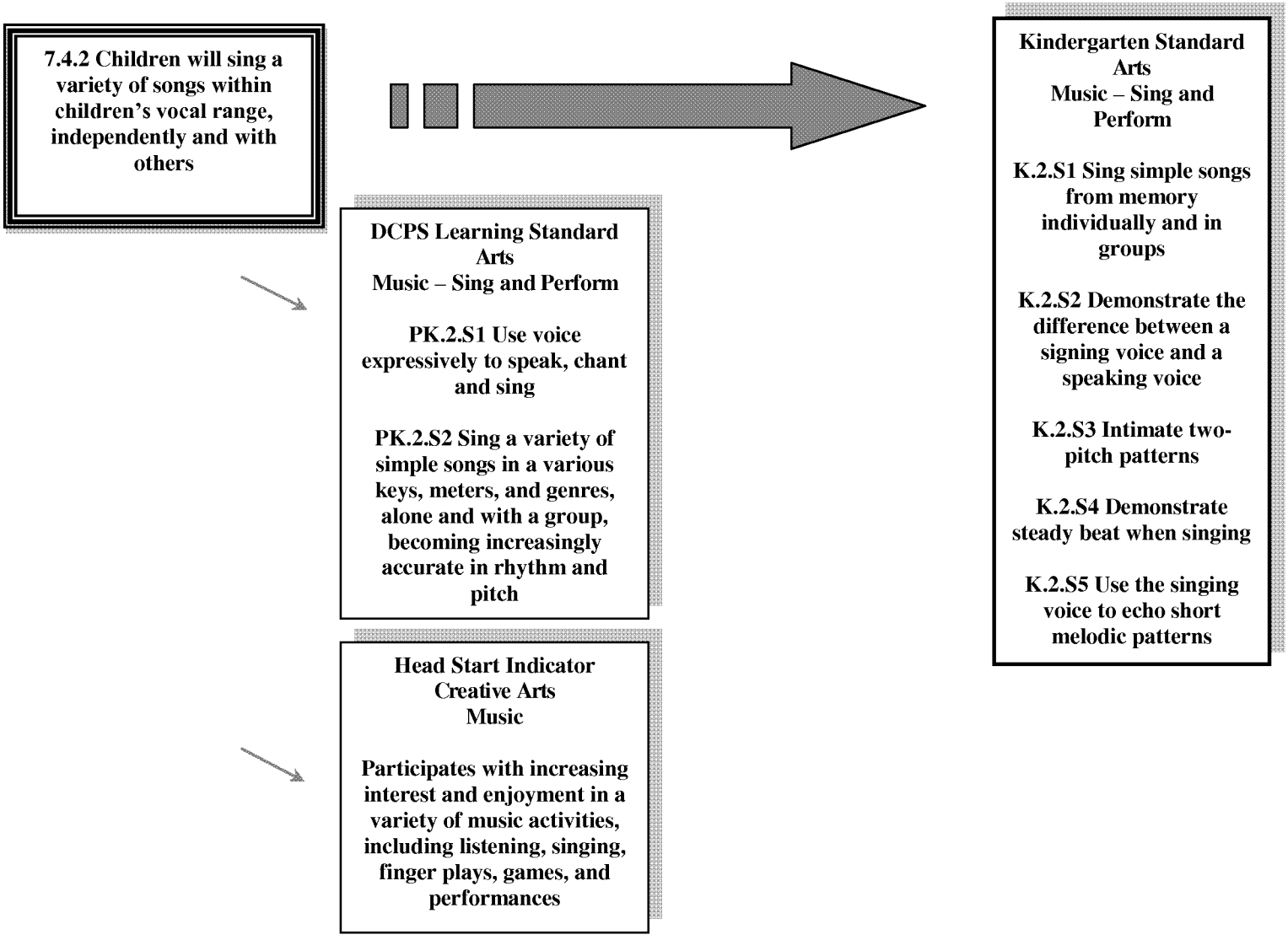

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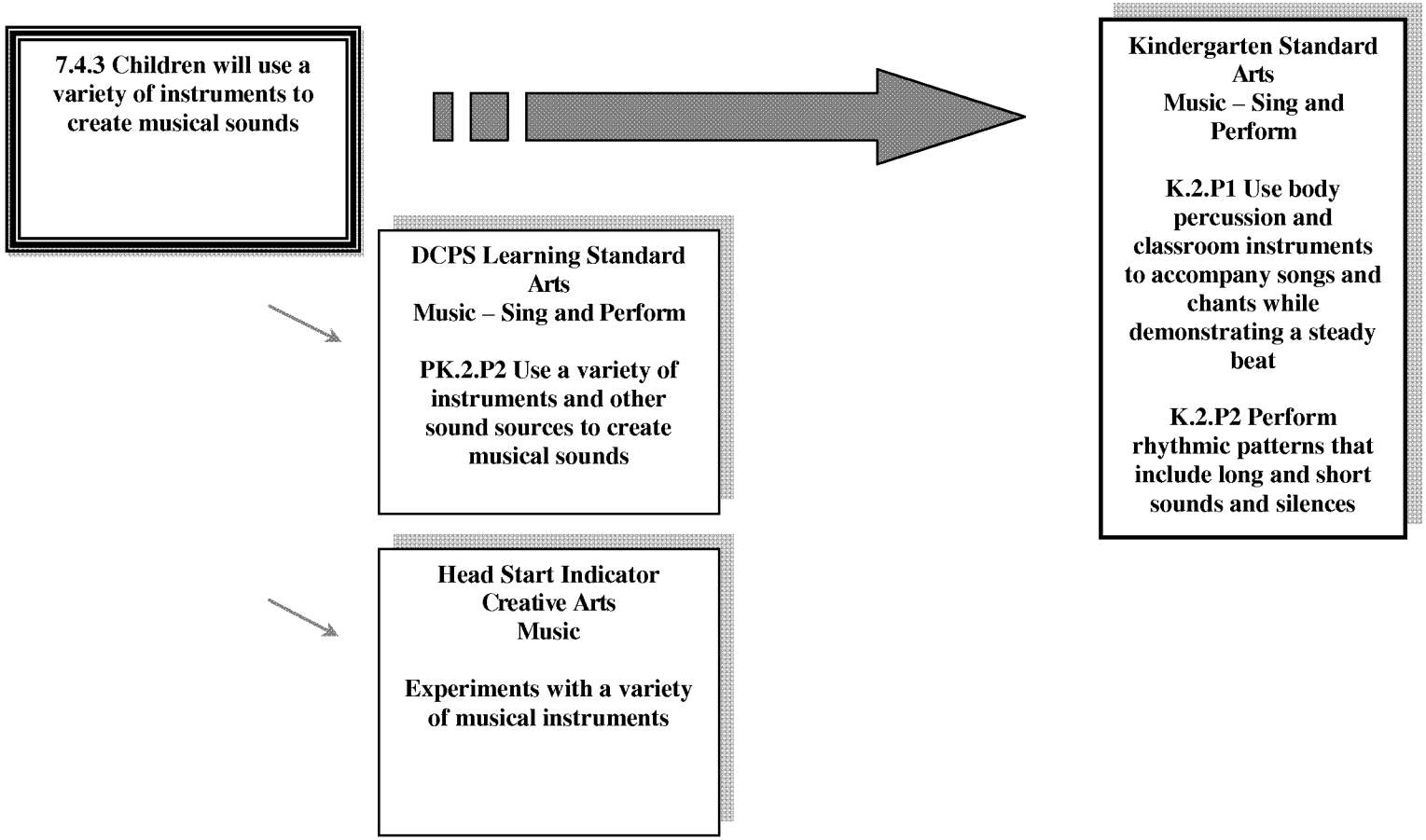
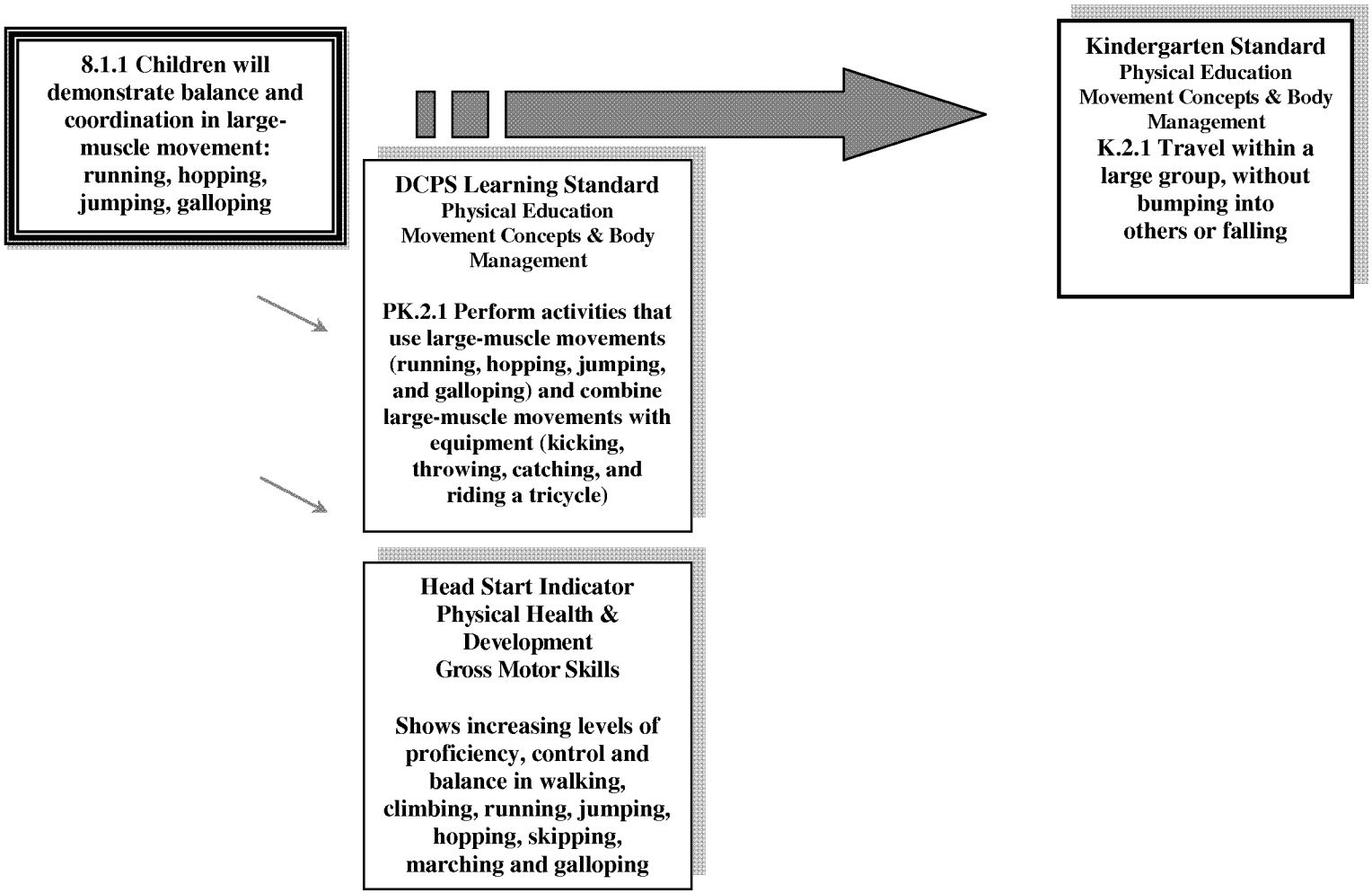


Early Learning Standards
Domain 8: Physical Development, Health and Safety[vvi]

Physical development includes children's gross (large muscle) and fine (small muscle) motor skills. As children advance in physical development, they master increasingly sophisticated tasks and gain personal responsibility for their own physical needs, such as dressing themselves. Physical development also promotes social development in many ways, as children learn what their bodies can do and gain self-confidence. The more children can do, the more willing they are to try new and challenging tasks, and these gains have implications not only for physical development but also for learning behaviors that can keep them healthy and safe.

8.1 Gross Motor – Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination



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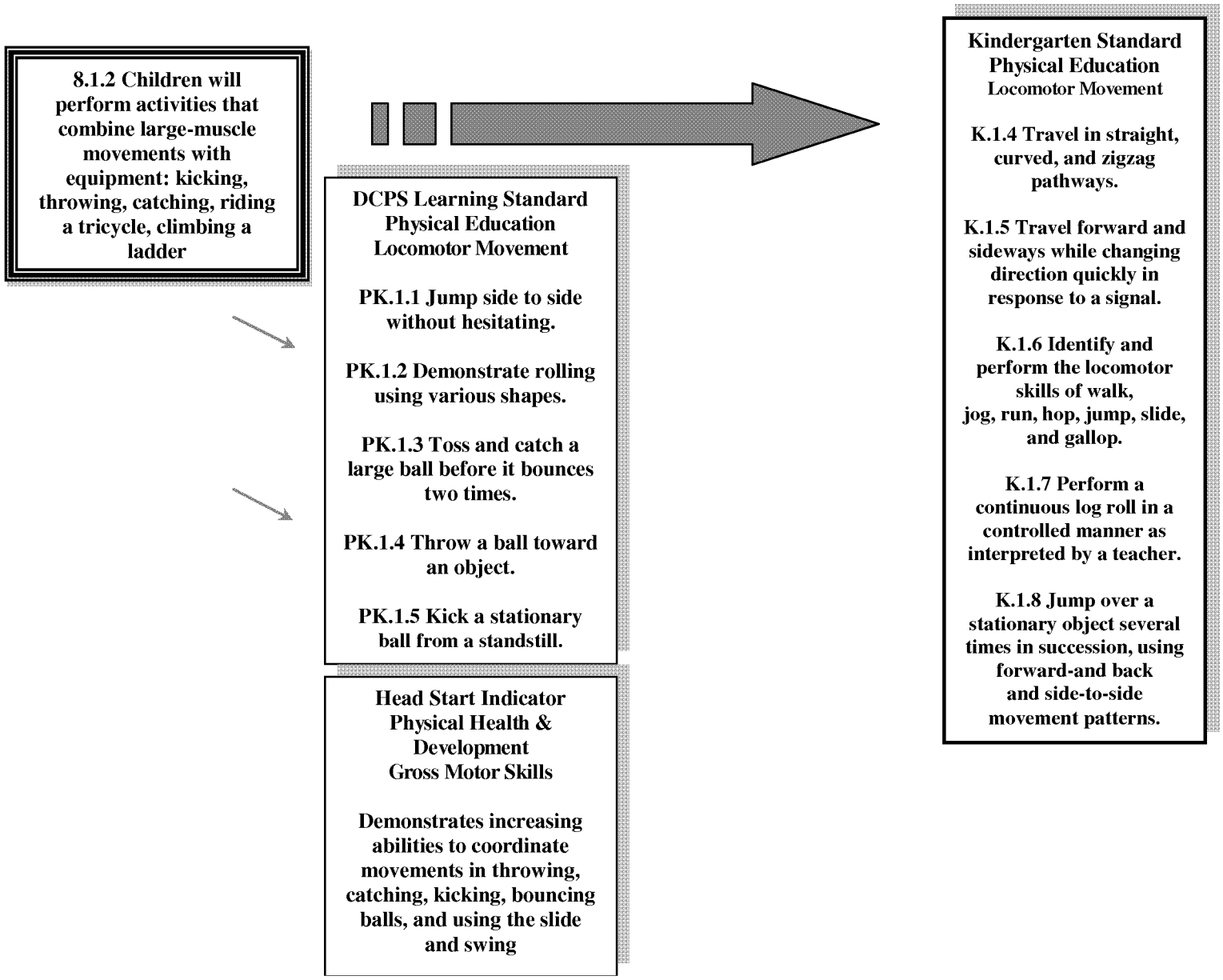

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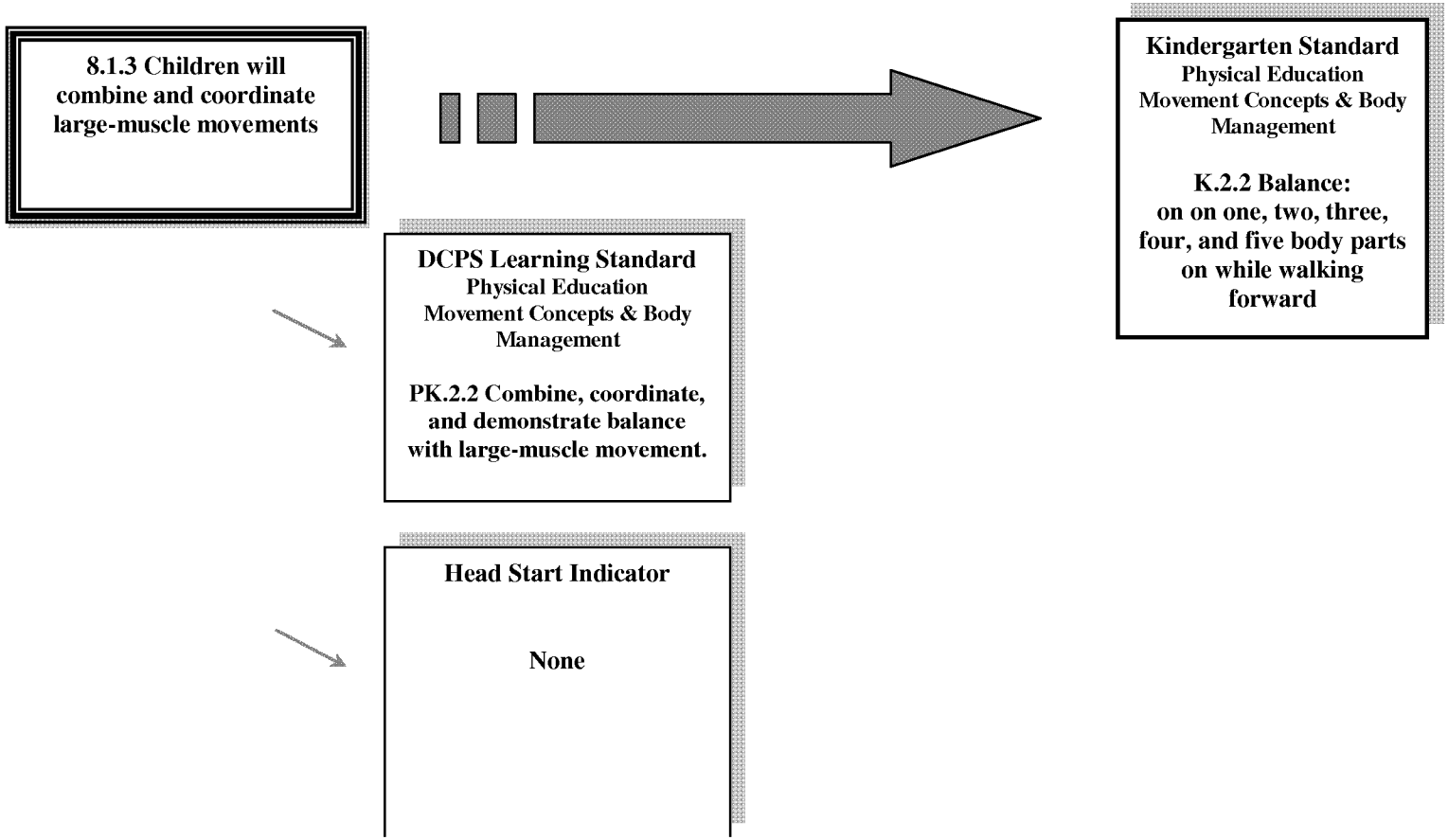
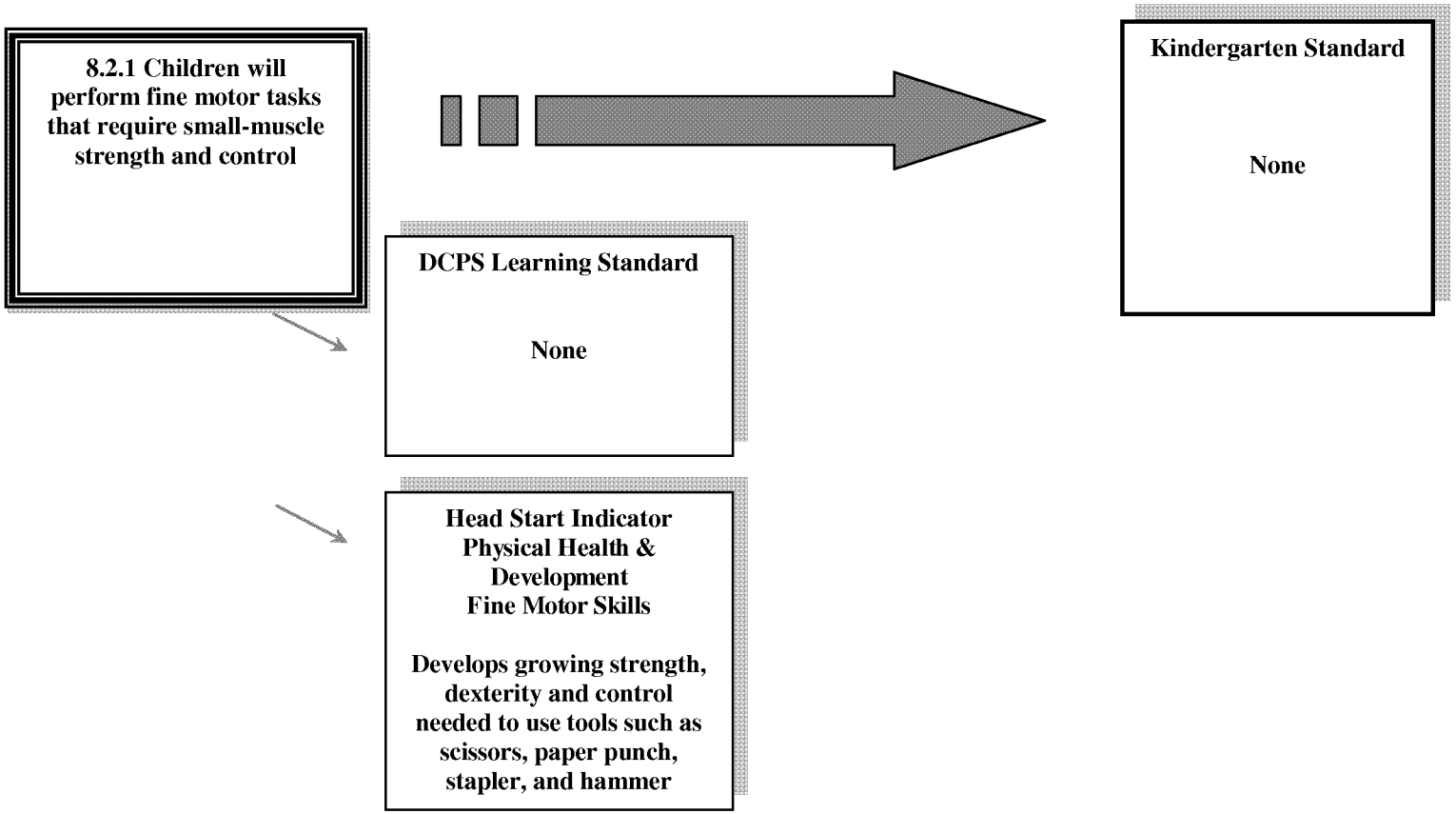


Early Learning Standards
Domain 8: Physical Development, Health and Safety

8.2 Fine Motor – Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control



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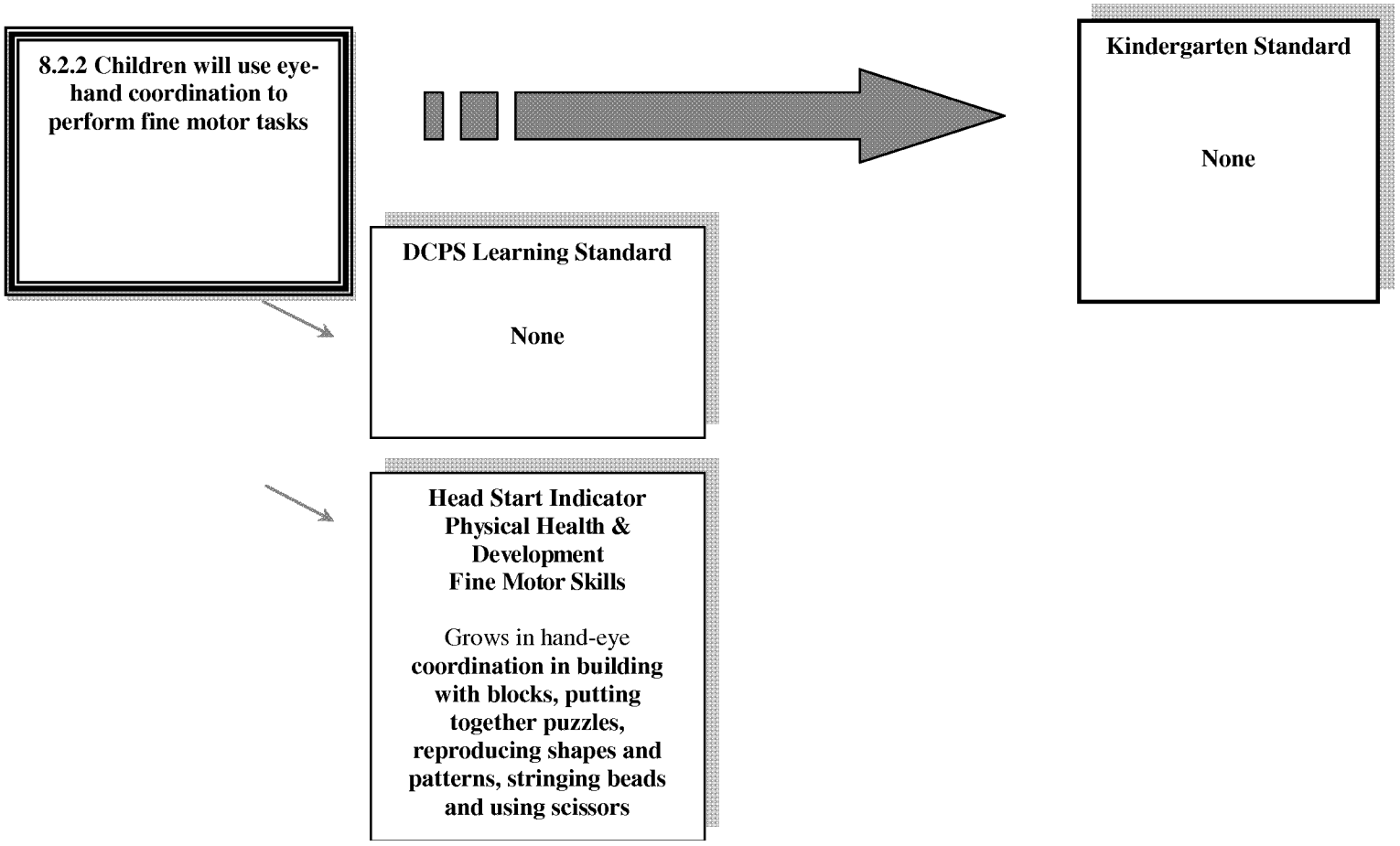

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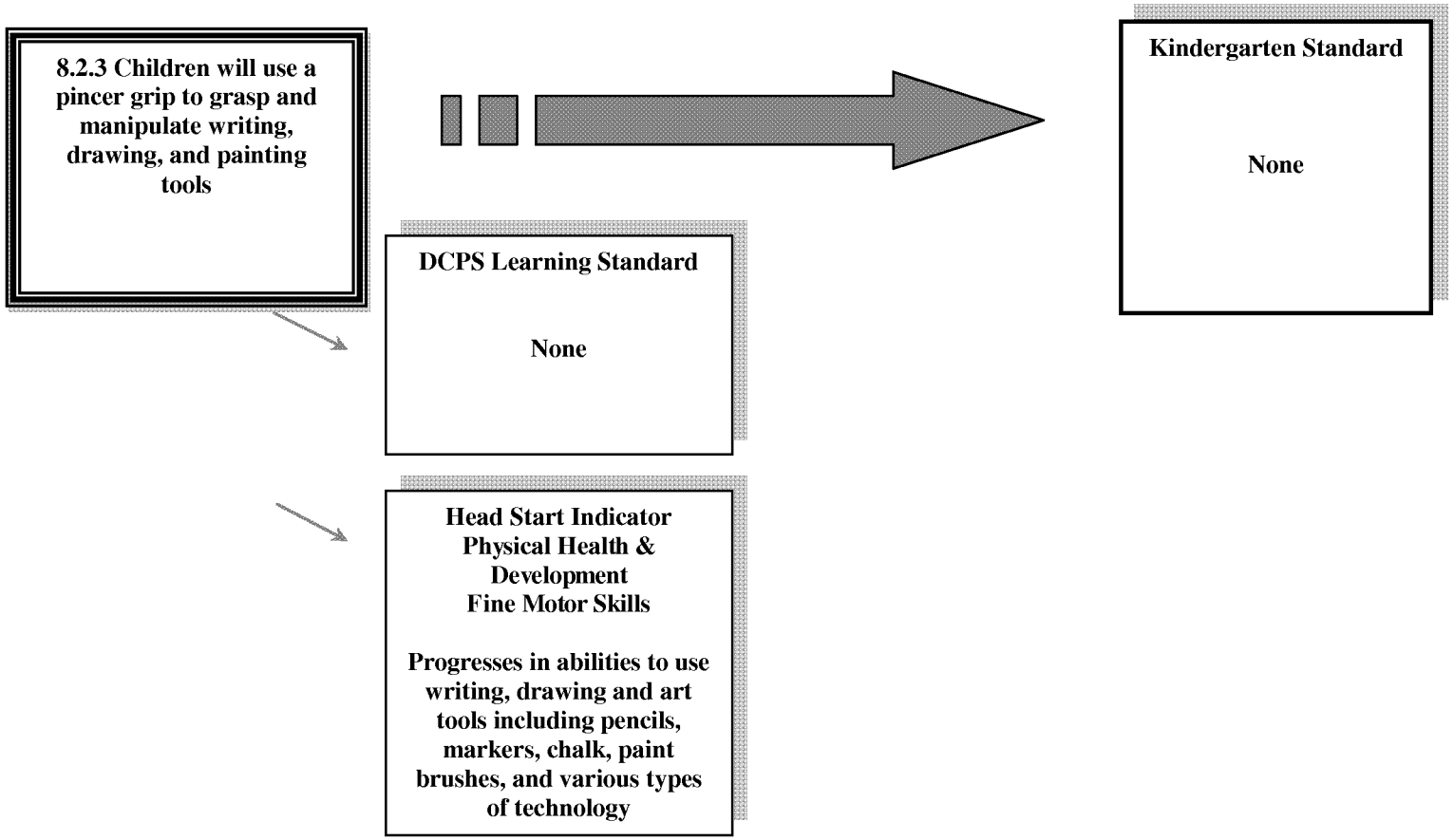

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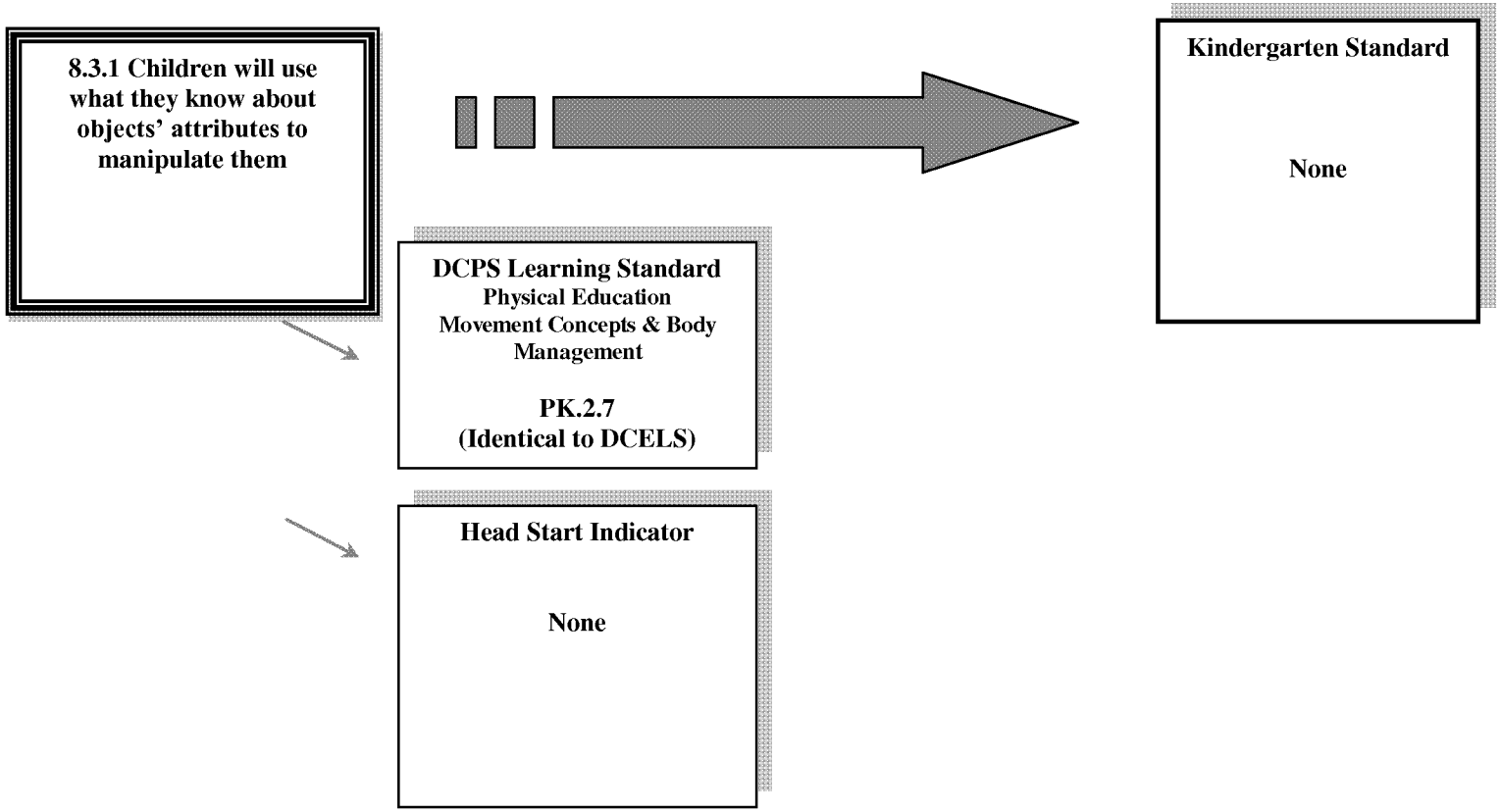
8.3 Sensorimotor – Children use sensory information to guide motion



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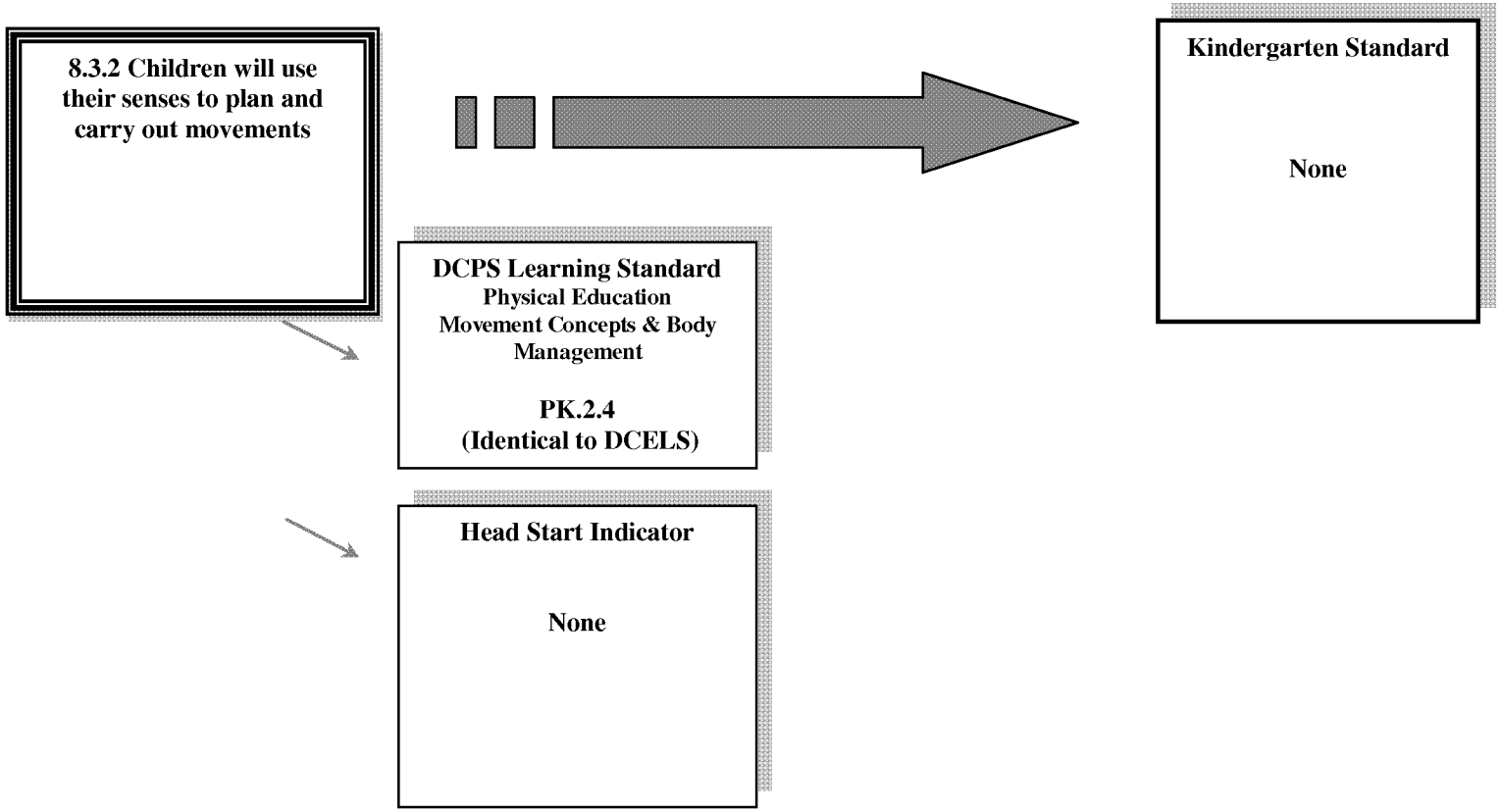

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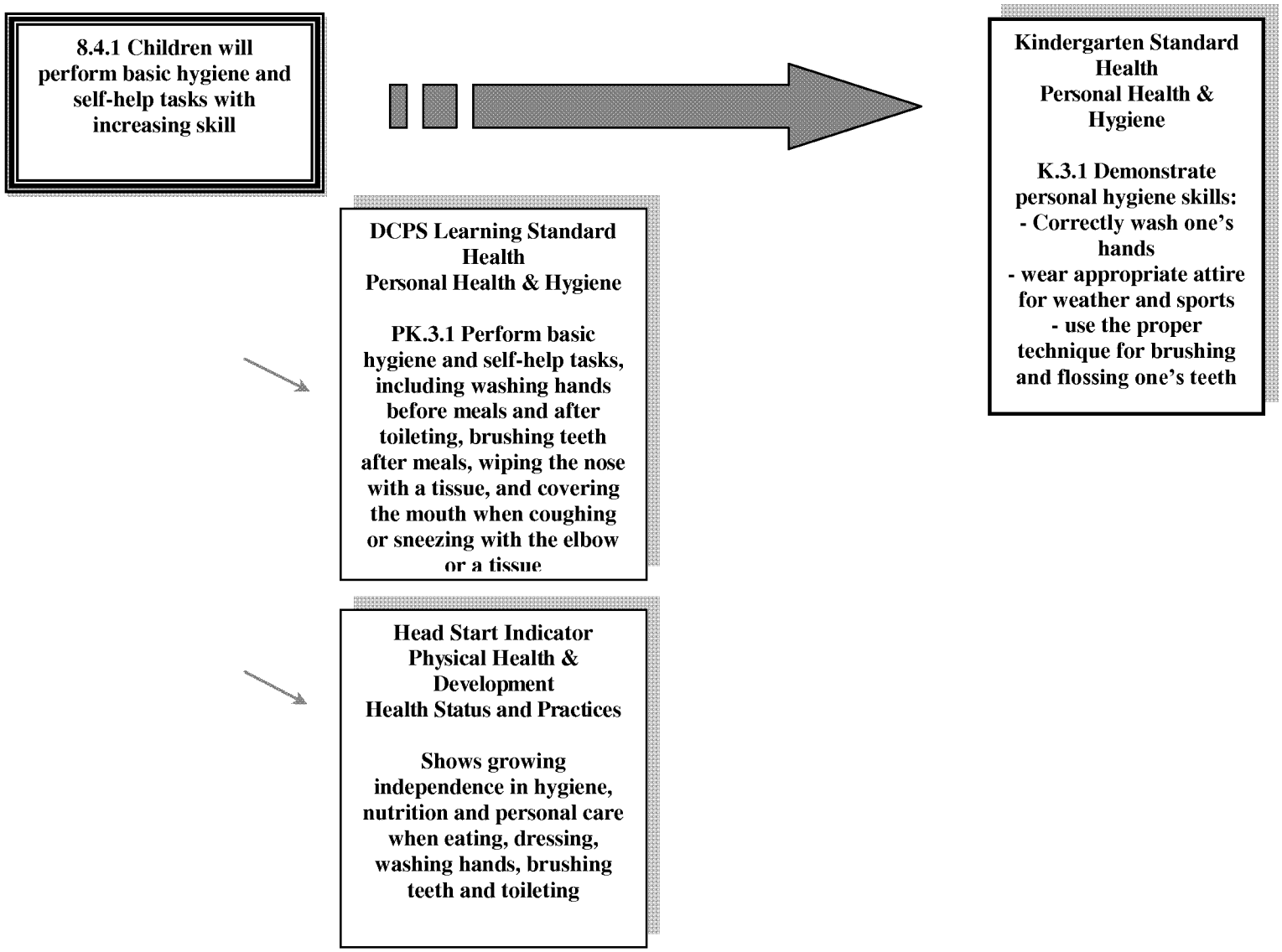
Domain 8: Physical Development, Health and Safety

8.4 Health and Safety – Children practice behaviors that promote their health and safety



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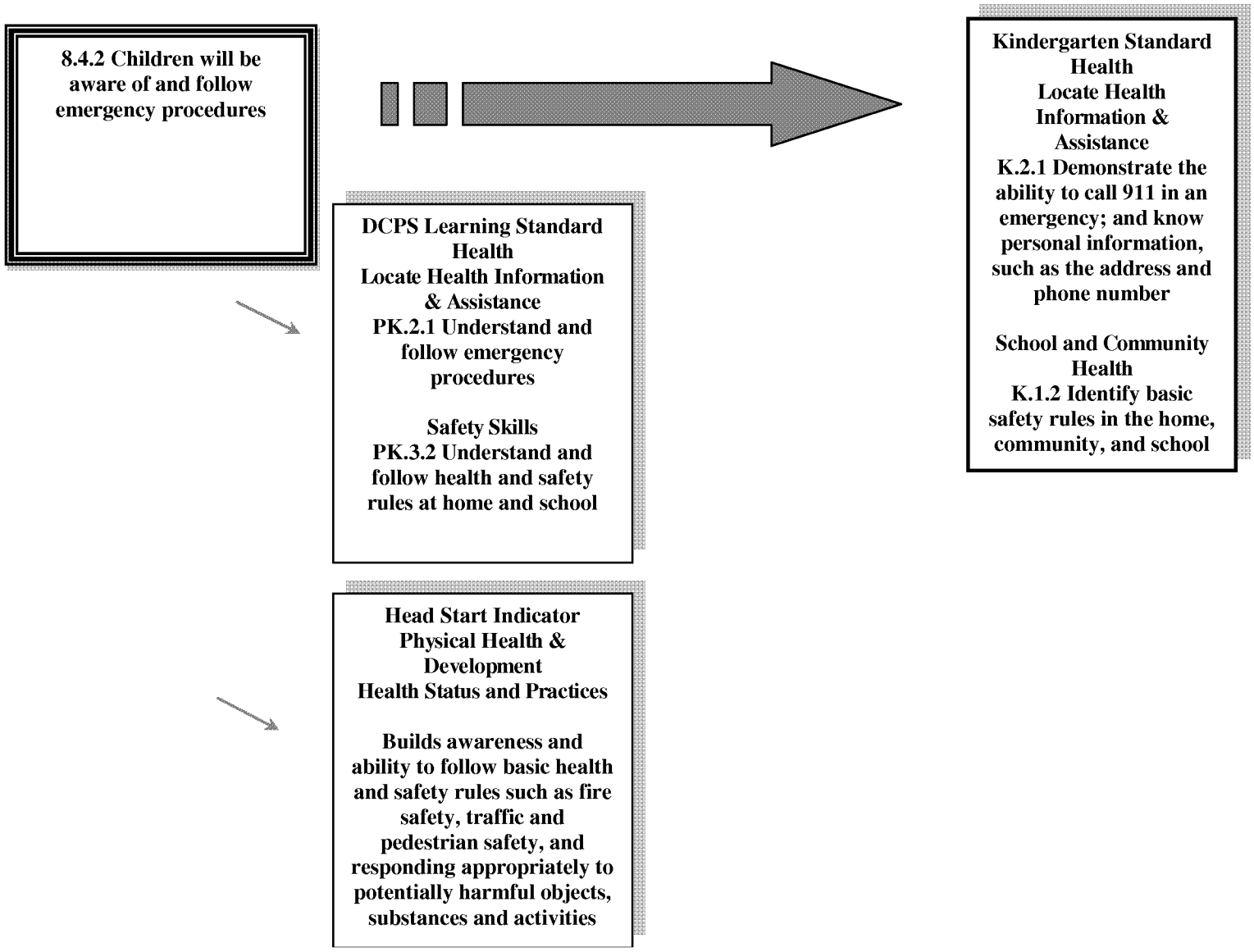

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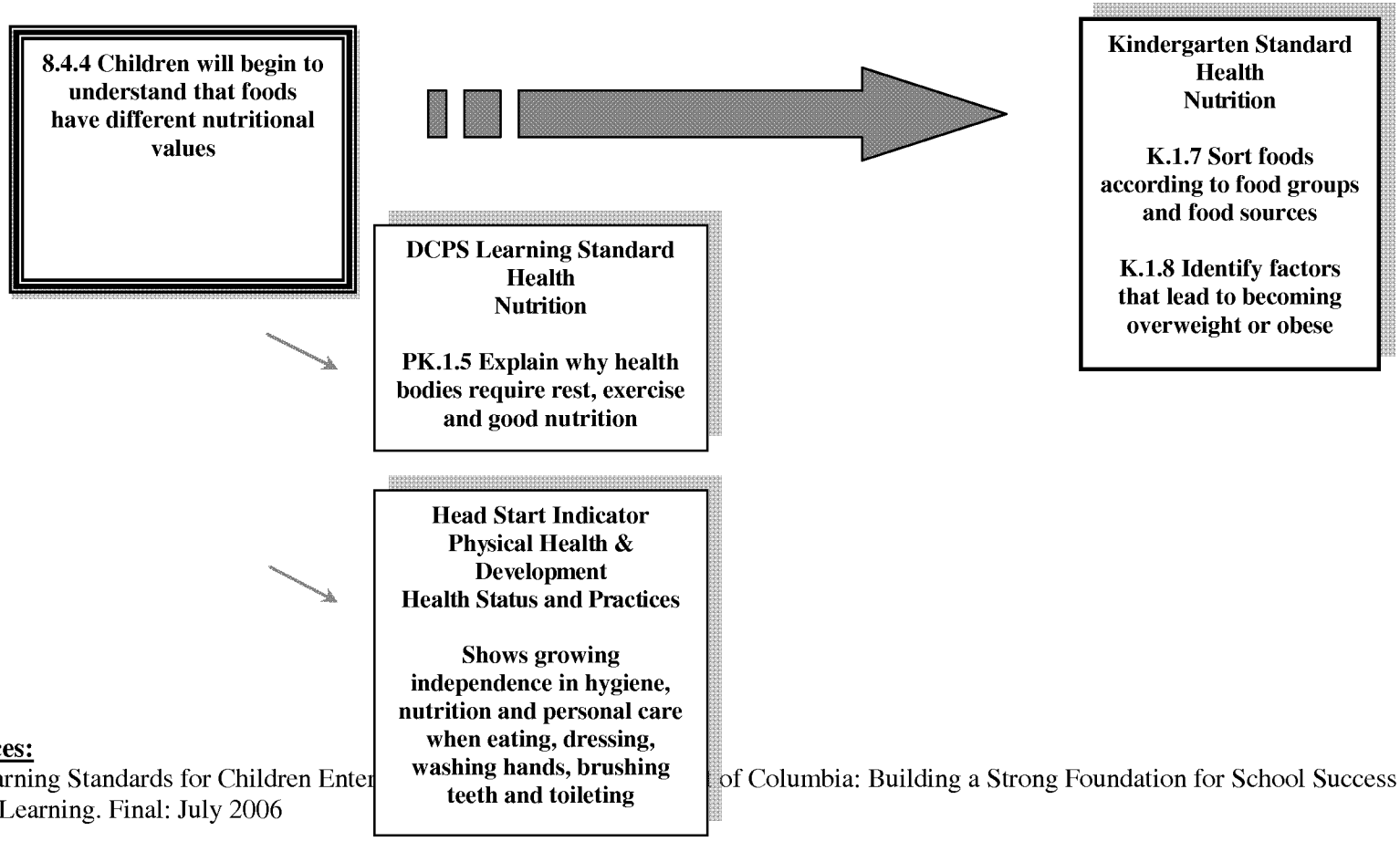

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Office of the District of Columbia State Superintendent of Education. Health Education Standards, Arts Standards, Physical Education Standards

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[i] Additional Head Start Child Outcomes Framework Indicator:
Reasoning and Problem Solving
- Develops increasing abilities to classify, compare and contrast objects, events and experiences

[ii] Additional Head Start Child Outcomes Framework Indicator
Social Relationships
- Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.

[iii] Additional Head Start Child Outcomes Framework Indicator
Speaking & Communicating
- For non-English-speaking children, progresses in speaking English

[iv] Additional DCPS Kindergarten Standards in Mathematics:
Number Sense and Operations
- K.NSO-N.6 Identify U.S. coins by name and determine their value
- K.NSO-F.7 Understand the concept of whole and half

Measurement
- K.M.6 Identify U.S coins and their value

Patterns Relations and Algebra
- K.PRA.4 Count by fives and tens up to at least 50

[v] Additional DCPS Prekindergarten Standards in Health:
Human Body Systems
- PK.1.6 Identify basic parts of the body, such as the head, arms, and legs

Decision Making and Goal Setting
- PK.6.1 Take responsibility for own health and well being by demonstrating steps to solve a personal health problem

[vi] Additional DCPS Kindergarten Standards in Health:
Human Body Systems
- K.1.3 Describe the basic functions of the five senses
- K.1.4 Name and locate the basic body parts and their functions

---

Disease Prevention & Treatment

- K.1.5 Identify common signs of illness in children, such as a runny nose, coughing, and sneezing, and methods of prevention
- K.1.6 Explain that medicines prescribed by a doctor are used to help people who are hurt or sick

Safety Skills

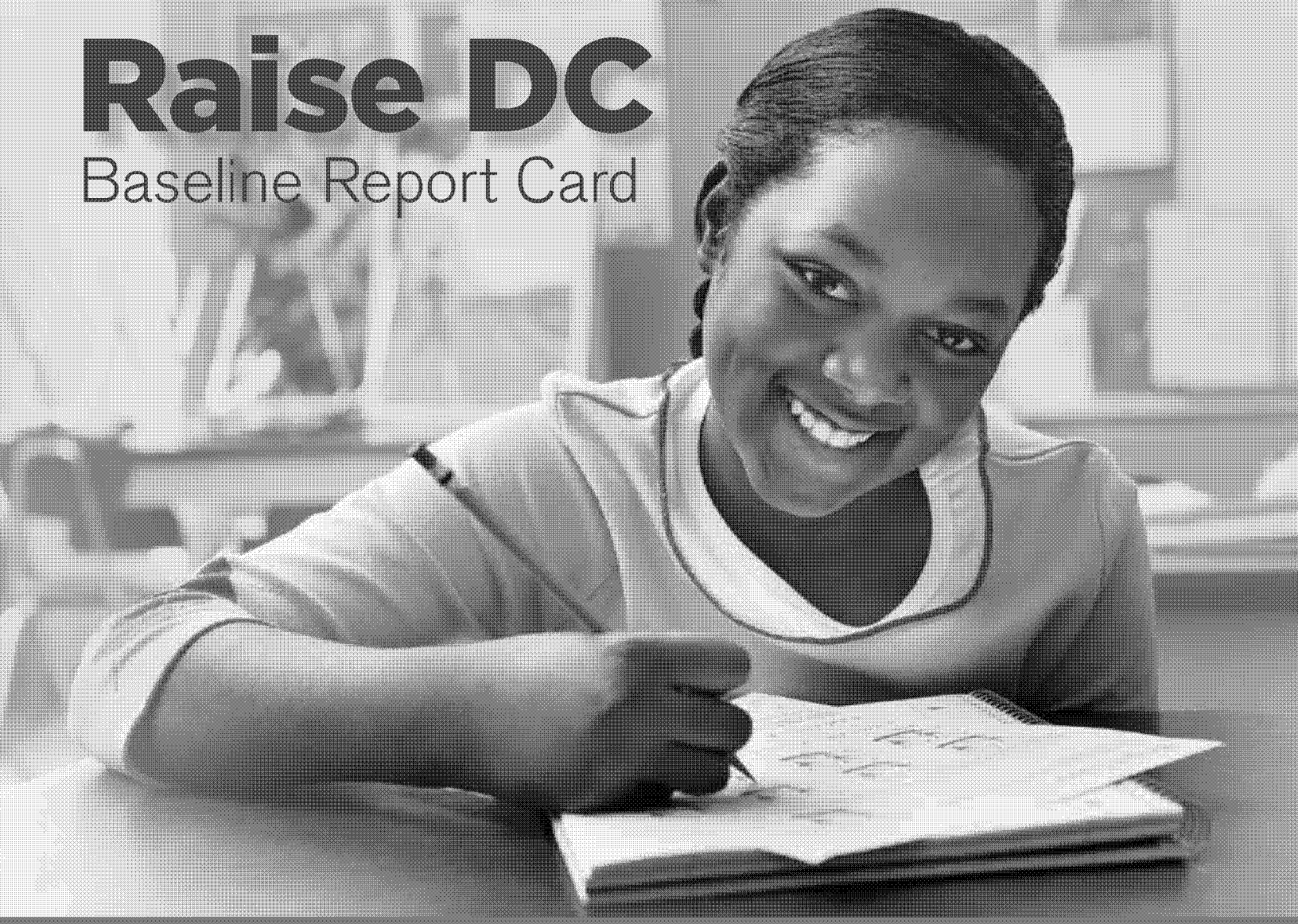
- K.3.2 Explain how childhood injuries can be prevented or treated through the use of seat belts, child safety seats in motor vehicles, and protective gear while cycling
- K.3.3 Demonstrate ways to avoid trouble and how to seek help in threatening situations
- K.3.4 Identify substances that should never be consumed or inhaled, such as drug look-alikes, glue, cleaning fluids and other poisons, and the reasons why

Decision-Making & Goal Setting

- K.6.1 Predict outcomes of positive health decisions

February 2013

Raise DC
Baseline Report Card



Prepared Youth.
Productive Residents.
Thriving Communities.

RAISE DC

A Cradle-to-Career Partnership

Raise DC

Baseline Report Card

The Raise DC Baseline Report Card is a product of the Raise DC Partnership and includes input from members of the Raise DC Leadership Council, Data Committee, and Change Networks. The report was made possible by funding from the Community Foundation for the National Capital Region and technical assistance and support from the Strive National Network. The initial data framework was developed by the Urban Institute. The Raise DC Baseline Report Card was written by Nancy Martin and Celine Fejeran. Raise DC is staffed by Celine Fejeran and Eshauna Smith in the Office of the Deputy Mayor for Education.

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2+1=3
2+2=4
2+3=5

Dear Community Members,

Over the last year, a growing partnership of committed business, philanthropic, government, education, health and human services, and nonprofit leaders has gathered to develop a common road map to improve educational outcomes for young people in the District. Recognizing that this has been attempted before, we knew something different had to be applied to the old equation. This time we came to the table equipped with lessons learned from past citywide efforts, a laser-like focus on raising specific outcomes for children and youth from birth to age 24, and a shared expectation that partners will work together using data to drive decisions.

While various reforms have led to important improvements in the lives of the District's children, we have yet to achieve system-wide progress. Too many children are still entering school not fully ready to learn, are academically off-track, fail to graduate from high school on time, are inadequately prepared to succeed in the workforce and higher education, and are out of school and out of work.

This first Raise DC Baseline Report Card reflects our collective effort to identify specific metrics of success for children and youth as they transition from one part of the educational pipeline to the next. It also establishes a baseline so that the entire community knows precisely where we are and where we want to go as we work together to continuously improve how we support success for young people in the District, from cradle to career. Most importantly, it articulates our public commitment to you, to our children, and to our city.

We know that our goals are ambitious, the work will not be easy and results will not be achieved overnight. We also know that improving education outcomes for our young people is a shared responsibility, and if we work together, every child can:

- Enter kindergarten meeting expected academic and developmental benchmarks,
- Graduate from high school within 4 years,
- Attain a post-secondary educational credential,
- Reconnect to education/training if they have already dropped out of school, and
- Engage in job experiences that will prepare them for a career.

This is our chance to raise the level of success for our young people, and we intend to seize it. We hope you will join us in this mission!

Jennifer Leonard, *Interim Deputy Mayor for Education*
Lucretia Murphy, *Executive Director,* See Forever Foundation/Maya Angelou Schools
Co-Chairs, Raise DC

Raise DC Leadership Council

Jennifer Leonard, Interim Deputy Mayor, Office of the Deputy Mayor for Education (DME) (Co-Chair)*

Lucretia Murphy, Executive Director, See Forever Foundation/Maya Angelou Schools (Co-Chair)*

David Berns, Director, DC Department of Human Services

Randall Boe, Executive Vice President and General Counsel, Monumental Sports and Entertainment*

David Brown, Senior Fellow, Annie E. Casey Foundation

Ed Davies, Executive Director, DC Children and Youth Investment Trust Corporation

John DeGioia, President, Georgetown University

Brenda Donald, Director, DC Child and Family Services Agency

Terri Lee Freeman, President, Community Foundation for the National Capital Region*

Allison Gerber, Executive Director, DC Workforce Investment Council*

Wendy Goldberg, Chairman, DC Promise Neighborhood Inc.*

Nicola Goren, President, Washington Area Women's Foundation

Bill Hanbury, President and CEO, United Way of the National Capital Area*

Mike Harreld, Regional President, PNC Bank*

Kaya Henderson, Chancellor, DC Public Schools (DCPS)*

Erin Hogan, Vice President, The Philanthropy Centre at J.P. Morgan

Daniel Horgan, Senior Director of Community Affairs, Capital One*

Fred Humphries, Vice President of US Government Affairs, Microsoft

Michele Jolin, Managing Partner, America Achieves*

Solomon Keene, President, Hotel Association of Washington, DC*

Hosanna Mahaley, State Superintendent, DC Office of the State Superintendent of Education (OSSE)*

*(*Executive Team member)*

Lisa Mallory, Director, DC Department of Employment Services (DOES)

Patricia McGuire, President, Trinity Washington University*

Laura Nuss, Director, DC Department of Disability Services (DDS)

Beatriz "BB" Otero, Deputy Mayor, Office of the Deputy Mayor for Health and Human Services (DMHHS)*

Scott Pearson, Executive Director, Public Charter School Board (PCSB)*

Thomas Penny, General Manager, Courtyard by Marriott Convention Center*

Alice Rivlin, Senior Fellow, Brookings Institution

Irasema Salcido, CEO and Founder, Cesar Chavez Public Charter Schools*

Neil Stanley, Director, DC Department of Youth Rehabilitation Services (DYRS)

Patty Stonesifer, Philanthropy and Nonprofit Advisor

Carrie Thornhill, President and CEO, Great Start DC*

Herb Tillery, Executive Director, DC College Success Foundation*

Calvin Woodland, Interim CEO, University of the District of Columbia – Community College (UDC-CC)*

A Collective Call to Action

There are nearly 750,000 jobs within the District, yet only 361,000 District adults are in the labor force and we struggle with an unemployment rate of eight percent.[i] In a city heralded for having the highest concentration of graduate degrees in the country, this is more than disappointing.[ii]

A closer look at the numbers reveals a sobering picture. Approximately 19 percent of adults in the District lack basic literacy skills.[iii] Dig even deeper and we find the prospects for many of our older youth transitioning successfully into adulthood are limited. In the District, nearly 10,000 low-income youth are out of school and out of work,[iv] approximately 11 percent of births are to mothers under the age of 20,[v] more than 600 youth ages 16-21 spend their adolescence in foster care,[vi] more than 1,000 committed youth are under the supervision of the juvenile justice system annually,[vii] and approximately 600 youth and young adults struggle with severe mental health needs.[viii] Moreover, nearly 30 percent of children are living in poverty[ix] and 1,880 children are homeless.[x]

Growing a stronger economy and increasing the incomes of all of our residents depends on improving outcomes for our young people ages 0 to 24, from the time they are born to the time they begin a career. There is much at stake, and we each have a role to play.

The Raise DC Partnership

By some standards, the District is a city rich in programs, with a diverse set of offerings seeking to make a positive impact on the daily lives of many District residents. However, isolated interventions of individual organizations and agencies cannot radically improve the lives and futures of all of the District's children. For this reason, innovative leaders from across public, private, nonprofit and philanthropic sectors have come together to build a civic infrastructure that will help to transform our history of isolated efforts towards a smarter and more integrated way of organizing existing funds, initiatives, and resources for children and youth. We hope the Raise DC Partnership will help us coordinate our efforts toward key outcomes so that we become a system-rich city.

The work of the Raise DC Partnership is guided by a success road map, which focuses on key outcomes for children and youth as they transition along each part of the cradle-to-career continuum. This road map will serve as a catalyst for our collective work towards creating a system of supports and opportunities in which all of our young people can succeed and thrive. This work includes:

- Aligning academic and nonacademic supports across all parts of the continuum,
- Focusing resources on the most critical outcomes for children and youth,
- Using data to identify effective practices that will improve existing programs rather than launching new ones, and
- Investing in the sustainability of the work so that it thrives beyond electoral cycles.

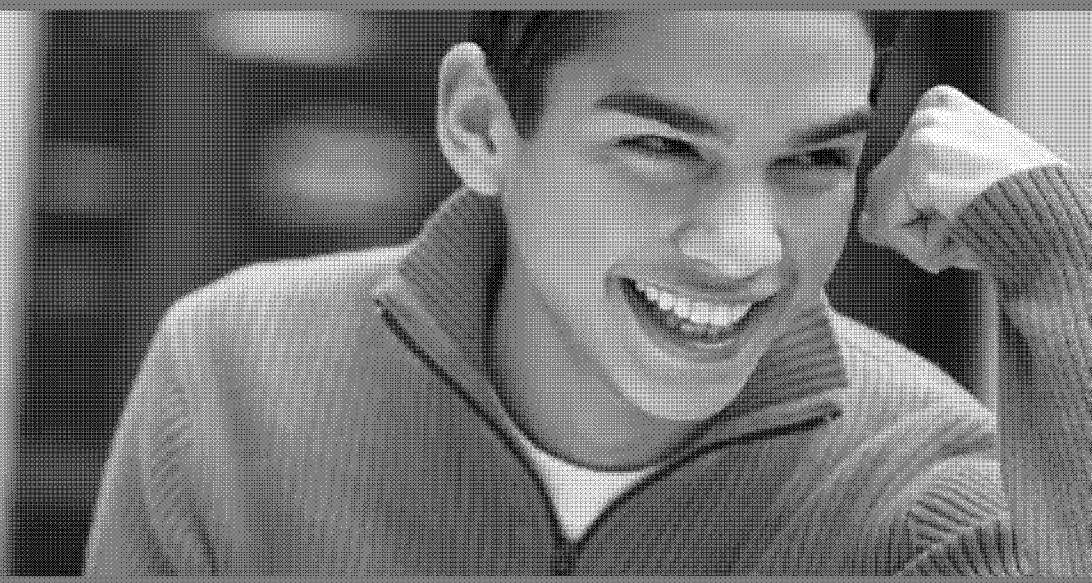
Raise DC Success Road Map

Goals	Every child is prepared for school	Every child succeeds in school
Core Outcomes	Percentage of children entering kindergarten meeting expected benchmarks in multiple domains: **TBD**	Percentage of students graduating from high school in 4 years: **75 percent by 2017** Percentage of students proficient in Partnership for Assessment of Readiness of College and Careers (PARCC) assessments: **TBD**
Contributing Indicators	Percentage of pre-kindergarten teachers with a bachelor's degree Percentage of high quality early childhood early development programs Percentage of births with early prenatal care Percentage of children (ages 0-5) receiving early screening for developmental delays Percentage of children (ages 0-5) with a medical home Percentage of children (ages 0-5) receiving health screenings	Graduation rate Percentage of 3rd grade students scoring "proficient" or "advanced" on DC Comprehensive Assessment System (DCCAS) reading assessment Percentage of 3rd grade students scoring "proficient" or "advanced" on DCCAS math assessment Percentage of 8th grade students scoring "proficient" or "advanced" on DCCAS reading assessment Percentage of 8th grade students scoring "proficient" or "advanced" on DCCAS math assessment Percentage of 9th grade students promoted to 10th grade Percentage of students truant Percentage of students suspended Number of students expelled Student average daily attendance

Every youth who is not in school reconnects to education/training	Every youth attains a postsecondary credential	Every youth is prepared for a career
Number of low-income youth ages 16-24 not in school and not employed: **7,000 by 2014**	Percentage of students who complete an associate's degree within three years of high school graduation: **TBD** Percentage of students who complete a bachelor's degree within six years of high school graduation: **TBD** Percentage of UDC-CC students age 24 or younger who complete a certificate program within two years: **60 percent by 2015**	Percentage of DC residents ages 20-24 employed full-time: **66 percent by 2017**
Number of youth ages 16-24 who exited school without indicating enrollment in another educational experience or showing up in another school roster Number of formerly out-of-school youth ages 16-24 enrolled in high school / GED preparation / adult basic education programs Number of formerly out-of-school youth ages 16-24 enrolled in postsecondary program (college or certification) Number of formerly out-of-school youth ages 16-24 connected to employment training	Percentage of high school graduates who enroll in a college or credential program within 6, 12, and 18 months of high school graduation Percentage of students persisting to their second year of college or university Percentage of graduating seniors who complete Free Application for Federal Student Aid (FAFSA) Percentage of graduating seniors who complete DC Tuition Assistance Grant Program (DCTAG) application	Number of youth ages 16-21 who get an early work experience Number of youth ages 18-24 enrolled in apprenticeship programs Percentage of young people in the labor force

"If you want to go fast, go alone. If you want to go far, go together."

—African proverb

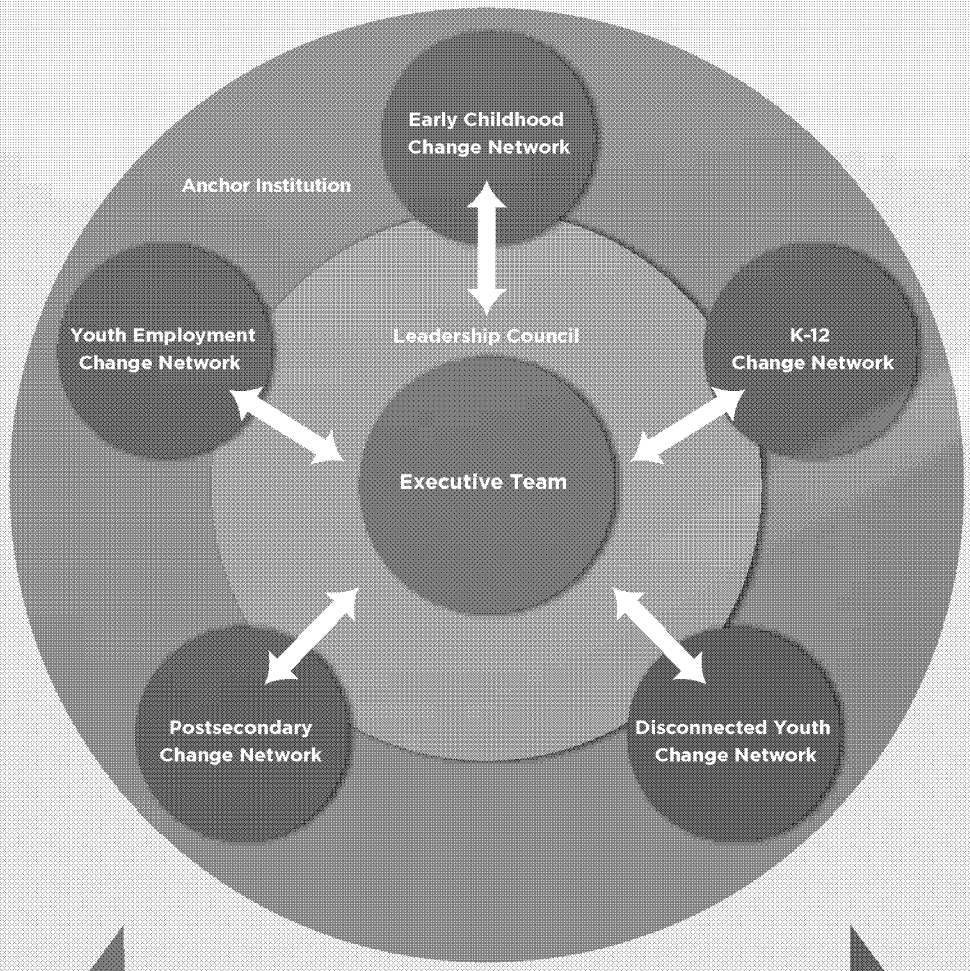


Building a Lasting Civic Infrastructure

The long-term sustainability of Raise DC relies on our ability to build a "civic infrastructure" to support success for every child, from cradle to career. This means first and foremost that we fortify collective leadership, engagement, and accountability across all sectors, both inside and outside of government, and all levels of the Raise DC Partnership, from the Leadership Council to the Change Networks.

Civic infrastructure is not a single program or an initiative to implement. Rather, it is the organization of what we do within our community to have an impact on children and their families in a way that successfully supports them from birth to a career. It is a commitment to change the way we do our collective work so that we are using data and moving resources in a coordinated way to drive towards a common vision and to constantly improve. While each of these individual pieces and players is singularly important, we can never achieve the kind of long-term impact we want to see without building a solid civic infrastructure.

The Raise DC Partnership is comprised of four components that work together to form a cradle-to- career civic infrastructure in the District: The Executive Team, Leadership Council, Change Networks and Anchor Institution.



Executive Team:

The executive team is comprised of cross-sector leaders from the Leadership Council who provide strategic guidance and governance and leverage significant financial and social capital to advance Raise DC goals and outcomes.

Change Networks:

The change networks consists of key practitioners and issue experts who identify sets of successful strategies and commit to implementing those strategies into their respective policies, practices and programs. They continuously monitor the progress of these strategies and report their progress and challenges to the Leadership Council.

Leadership Council:

The leadership council consists of key public champions who monitor the Partnership's progress and use their authority to align and broker resources to implement strategies and address financial and policy/structural barriers.

Anchor Institution:

A neutral entity that provides key staff and data supports. The anchor institution must have convening power to ensure that key leaders consistently come to the table over time. This ensures that the anchor can foster collaborative efforts across sectors to eliminate silos and deliver results.

Developing a Baseline Report Card

Purpose of this Baseline Report Card

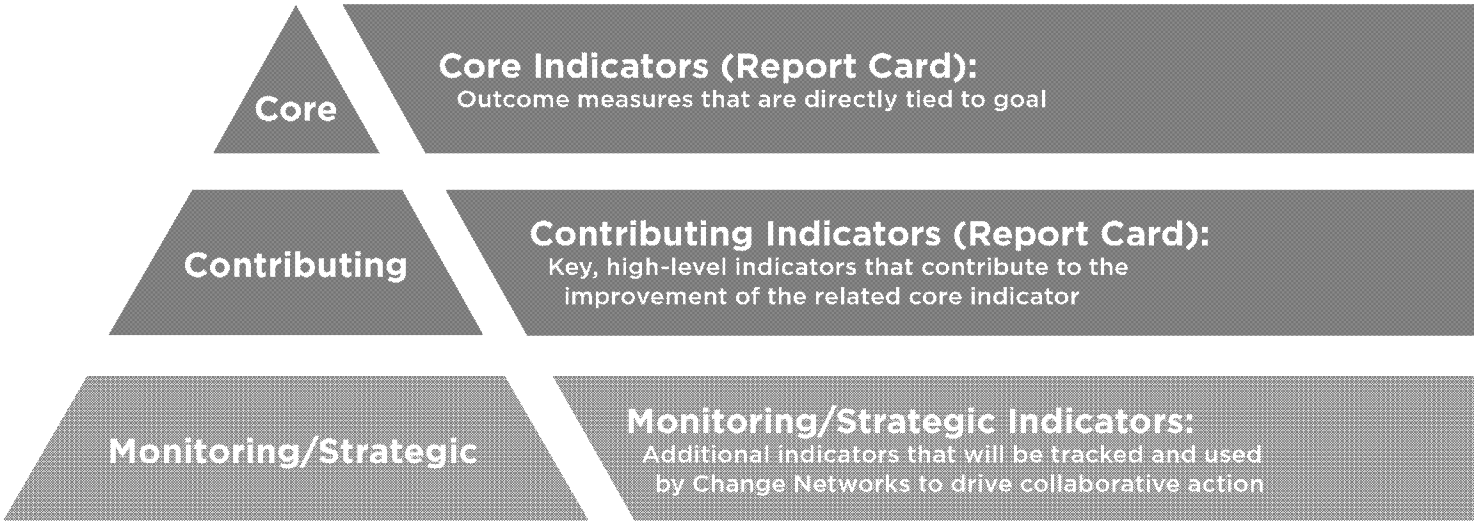
For far too long we have attempted to improve educational outcomes by using a "spray and pray" approach—we disperse resources, time, and talent in an uncoordinated manner in hopes this has an impact somewhere for someone. Instead, by selecting a few critical indicators (both academic and nonacademic) and engaging in analysis of the work that is already happening on the ground, we can determine which effective practices we can lift up, improve upon, and expand. This first Raise DC Baseline Report Card articulates specific markers of success for children and youth as they transition from birth to young adulthood, establishes a baseline of knowledge of where we are as a city, and provides a guide for how we will move forward together.

Selecting Indicators

Over the course of the past year, the Raise DC Partnership has undergone an extensive process to select common citywide indicators that lay the foundation for our collective work and will provide the District with a comprehensive and honest picture of our progress each year. We have worked closely with our Leadership Council, Change Network members, issue experts, the Urban Institute, and the Raise DC Data Committee to define indicators that will guide our work together.

Types of Indicators

There are many factors that influence the educational success of our children and youth. Raise DC has identified three levels of indicators to guide our work and is collecting data for each. Core and contributing indicators will be tracked annually to provide an overall snapshot of progress toward Raise DC goals. Additional data related to the core and contributing indicators will be tracked and analyzed within the Raise DC Change Networks to drive their collaborative action plans.



To the extent possible, the indicators selected are:

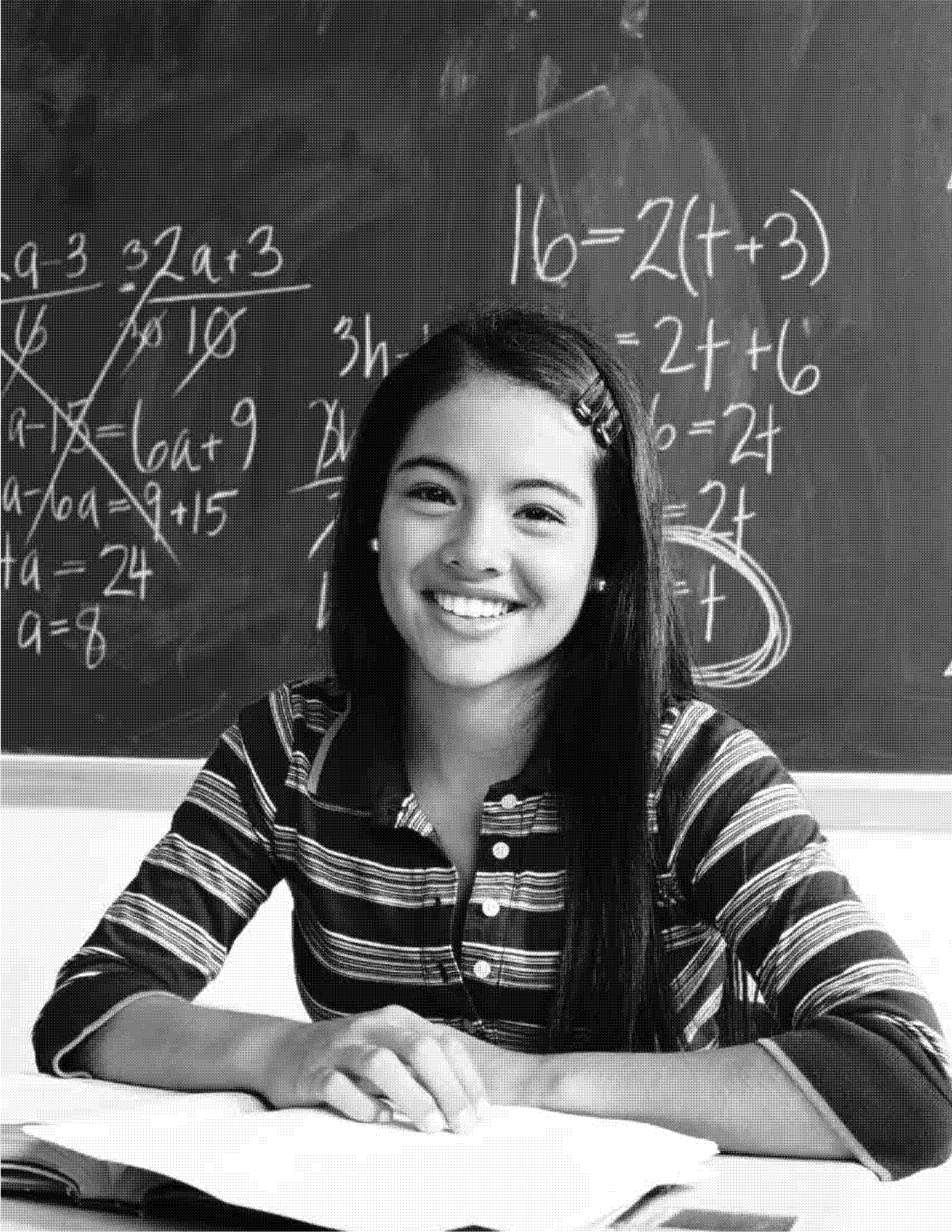
- Population-based, representing conditions at the citywide/community-wide level and not at the programmatic level
- Valid measures of concepts outlined in the success road map and produced by a trusted source
- Easily understandable to local stakeholders
- Equivalent or reasonably similar across local education agencies (LEAs) systems/providers, enabling cross-sector comparisons
- Affordable to gather and report and available consistently over time
- Changeable to a significant degree by local action and useful in the day-to-day work of organizations and networks working to improve outcomes for children and youth

The majority of the data included in this report have been sourced from government agencies or through national data sources. Instances in which data are not currently available are identified and discussed in each section of the report.

Representatives of the following agencies and organizations form the Raise DC Data Committee:

- AppleTree Institute for Education Innovation
- DC Action for Children
- DC Alliance of Youth Advocates
- DC Child and Family Services Agency
- DC Children and Youth Investment Trust Corporation
- DC Department of Disability Services
- DC Department of Employment Services
- DC Department of Health
- DC Department of Health Care Finance
- DC Department of Human Services
- DC Department of Mental Health
- DC Department of Youth Rehabilitation Services
- DC Deputy Mayor for Education
- DC Deputy Mayor for Health and Human Services
- DC Office of the State Superintendent of Education
- DC Public Charter School Board
- DC Public Schools
- The George Washington University – DC EdCORE
- KIPP DC Public Charter Schools
- See Forever Foundation/Maya Angelou Schools
- University of the District of Columbia – Community College
- The Urban Institute

"Don't let the perfect be the enemy of the good." —Voltaire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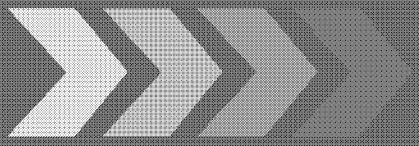
Data in Detail

GOAL 1:
Every child is PREPARED for school

OUTCOME: Increase the percentage of children entering kindergarten ready to learn.

CORE INDICATOR: Percentage of children entering kindergarten meeting expected benchmarks in multiple domains

BASELINE:
TBD



TARGET:
TBD by 2013

As a national leader in achieving universal pre-kindergarten (pre-k), the District must build on its momentum by ensuring our children enter kindergarten ready to succeed. The District provides a wealth of center-based, charter school, and DCPS early learning options; however, evaluation tools vary widely across programs, making it difficult to know overall where our youngest children are in meeting academic and developmental benchmarks when they enter kindergarten. The DC State Early Childhood Development Coordinating Council is serving in an advisory capacity to support OSSE in selecting and implementing a kindergarten assessment tool.[1]

1 Research and discussion is underway about the type of assessment tool that will be used for the District.

Contributing Indicators:

1. Percentage of pre-k teachers with a bachelor's degree: 98 percent[2]

2. Percentage of high quality early childhood education development programs: TBD

There is no standardized way of comparing the quality of early childhood education and development programs across all publicly-funded programs in the District. Community/center-based care, DCPS, and public charter schools have varying definitions and measures of quality. Community/center-based programs are divided into "gold," "silver," and "bronze" ratings; for purposes of this report, programs with "gold" designation are considered to meet the highest quality standards. DCPS pre-k programs (3 and 4 year olds) include those that meet Head Start standards or are accredited by the American Montessori Society or the National Association for the Education of Young Children (NAEYC). The accountability system that PCSB has historically used relies on student achievement data as measured by the assessments selected by each school. These assessments vary widely, and there is no agreed-upon system for comparing them. The PCSB is piloting a uniform quality rating system for early learning programs within charter schools that would permit the ranking of these schools, and expects that it will be ready for full implementation by the 2013-2014 school year.

The Office of the State Superintendent of Education is developing a new Quality Rating Improvement System (QRIS) based upon national best practices. As a universal tool, the QRIS will provide the District with the capacity to measure all early childhood programs across sector. The QRIS is scheduled for implementation in Fall 2013.

Community-based organization programs: 30.2 percent[3]
DCPS programs: 90.0 percent[4]
PCSB programs: TBD

3. Percentage of births with early prenatal care: 70.0 percent[5]

2 OSSE. Early Childhood Education Information Management System, 2011-2012 school year, data for publicly-funded pre-k programs

3 OSSE. Quality Rating Improvement System for Center Care, 2011-2012 school year

4 DCPS. Rooms meeting Head Start standards, American Montessori Society accreditation, or NAEYC accreditation, 2011-2012 school year

5 DC KIDS COUNT Data Center. Available at: http://datacenter.kidscount.org/data/bystate/stateprofile.aspx?state=DC&loc=10. Births for which it was unknown when prenatal care began were subtracted from the total number of births before the percent was calculated, 2010.

4. Percentage of children ages 0-5 receiving early screening for developmental delays: 16.5 percent[6]

This percentage is based on the total number of children screened through OSSE's Strong Start program (ages 0-3) and DCPS' Early Stages program (ages 3-5). There is no central system for tracking the percentage of all children receiving early screening for developmental delay.

5. Percentage of children ages 0-5 with a medical home: TBD

The concept of a "medical home" (a team-based approach to health care delivery and comprehensive primary medical care) has not been implemented fully in the District. In this baseline report card, we include information on the percentage of children ages 0-5 who are enrolled in Medicaid; while this is not a direct proxy for a medical home, it provides a snapshot of young children who have access to medical care.

Percent of children (ages 0-5) enrolled in Medicaid: 67.0 percent[7]

6. Percentage of children ages 0-5 receiving health screenings: 75.2 percent[8]

Those children enrolled in Medicaid receiving "well-child visits," or comprehensive evaluations of a child's physical, oral, and developmental health.

6 Strong Start provided 2,555 screenings for children ages 0-3 and Early Stages provided 4,056 screenings for children ages 3-5 in fiscal year 2011.

7 DC Department of Health Care Finance. Figure represents children ages 0-5 enrolled in Medicaid for at least 90 days during fiscal 2011.

8 Ibid. Figure represents children ages 0-5 enrolled in Medicaid for at least 90 days who received at least one well-child visit during fiscal 2011.

The Data Moving Forward:

While the District continues investing in access and teacher quality, future data on program quality and teacher readiness will provide policymakers and other stakeholders with a better understanding of what is working and where additional capacity and resources are needed to raise performance systemically. OSSE intends to select a kindergarten assessment tool to be piloted in a group of kindergartens in fall 2013. This measure is critical to Raise DC's ability to track improvements in children's readiness for school toward accurate and effective resource allocation and policy support.

The PCSB is piloting an early childhood performance management framework (PMF) this year. When the pilot is completed and the PMF is implemented (expected in the 2013-2014 school year), the PCSB will rank charter school early childhood programs according to their performance on a range of measures. This will help achieve the goal of a standardized system of measuring quality across all community-based organizations, DCPS, and PCSB early childhood programs.

The Office of the State Superintendent of Education is developing a new Quality Rating Improvement System (QRIS) based upon national best practices. As a universal tool, the QRIS will provide the District with the capacity to measure all early childhood programs across sector. The QRIS is scheduled for implementation in Fall 2013.

A medical home, also referred to as a patient-centered medical home, is a team-based approach to health care delivery providing comprehensive primary medical care. In order to measure children's access to a medical home in future years, the District must develop a citywide definition of "medical home" and develop a uniform method for tracking and reporting this data.

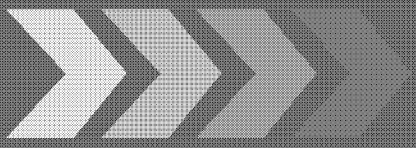
GOAL 2:
Every child SUCCEEDS in school

OUTCOME: Increase the percentage of youth who graduate from high school on time and are college/career-ready.

CORE INDICATORS:

Percentage of students graduating from high school in four years

BASELINE:
61%[9]

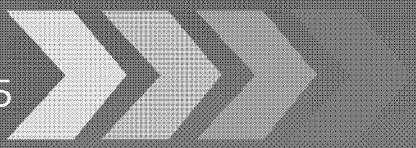


TARGET:
75% by 2017

The District is now tracking its graduation rate using the federal "cohort" model, which calculates the number of students in DCPS and public charter schools who graduate within four years of entering high school.

Percentage of students proficient in PARCC Assessments

BASELINE:
TBD by 2015



TARGET:
TBD

As part of PARCC, a consortium of nearly 25 states, the District is developing a common set of K-12 assessments in English and Math that is aligned with the common core standards. This new assessment is scheduled to be administered for the first time in the 2014-2015 school year in both DCPS and public charter schools, and unlike the current DCCAS, this assessment will allow us to know our students are performing compared to their national peers.

9 OSSE, 2011-2012 school year

Contributing Indicators:[10]

	All students
Graduation Rate	61.0% (3010)
Percentage of 3rd grade students scoring "proficient" or "advanced" on DCCAS reading assessment	40.7% (1889)
Percentage of 3rd grade students scoring "proficient" or "advanced" on DCCAS math assessment	37.2% (1725)
Percentage of 8th grade students scoring "proficient" or "advanced" on DCCAS reading assessment	49.1% (2067)
Percentage of 8th grade students scoring "proficient" or "advanced" on DCCAS math assessment	57.8% (2433)
Percentage of 9th grade students promoted to 10th grade	78.4% (3348)
Percentage of students truant (students ages 5-13 with 15 or more unexcused absences and students ages 14 and over with 25 or more unexcused absences)[12]	20.1% (15,054)
Percentage of students suspended[13]	6.7% (5025)
Number of students expelled[14]	69
Student average daily attendance[15]	

10 All K-12 data reported by OSSE, 2011-2012 school year; includes DCPS and public charter school students.

11 OSSE collects data for seven federal race/ethnicity categories. "Other" includes all categories not reported separately.

12 Beginning in the 2012-2013 school year, "truancy" is defined as the accumulation of 10 or more unexcused absences for any student enrolled in DCPS or public charter schools.

African American/ Black	Hispanic/ Latino	Asian	White	Other[11]	English Language Learners	Receiving Special Education Services	Eligible for Free/ Reduced Meals
60.0% (2559)	55.0% (246)	79.0% (37)	88.0% (126)	*	52.0% (169)	47.0% (364)	71.0% (1560)
32.6% (1097)	40.2% (264)	60.8% (45)	89.3% (418)	*	35.6% (242)	16.1% (115)	29.7% (961)
27.9% (940)	40.4% (266)	73.0% (54)	86.9% (406)	*	39.4% (269)	15.2% (109)	27.2% (881)
45.2% (1546	52.0% (243)	74.5% (38)	89.7% (209)	*	31.3% (85)	16.1% (140)	42.6% (1245)
53.7% (1834)	65.2% (306)	84.3% (43)	92.2% (214)	*	48.2% (132)	23.6% (204)	53.3% (1558)
73.2% (2761)	74.0% (413)	94.1% (48)	97.8% (135)	*	65.6% (185	59.8% (529)	71.3% (2078)
23.4% (13425)	11.8% (1251)	5.7% (64)	4.0% (207)	6.9% (57)	11.0% (687)	32.8% (2954)	20.3% (8400)
8.2% (4724)	2.2% (232)	0.5% (6)	0.5% (24)	1.8% (15)	2.7% (167)	13.8% (1244)	7.6% (3142)
68	1	0	0	0	0	11	34
TBD							

*Below reportable size

13 OSSE reports suspensions and expulsions as determined by federal reporting requirements. These include: illicit drug related incident; alcohol related incident; weapons possession; violent incident; physical injury; or other reasons for a removal related to drug or alcohol use, violence, or weapons possession.

14 Ibid

15 Beginning in the 2012-2013 school year, OSSE is collecting daily attendance information from public, public charter, and private schools in the District. This will make it possible to calculate average daily attendance in the future.

The Data Moving Forward:

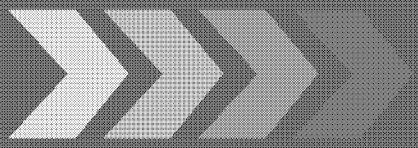
OSSE is beginning to collect daily attendance information from public, public charter, and private schools in the District in the 2012-2013 school year. This combined with updated truancy policy guidance, will make it possible to understand and track student school attendance more clearly in the future. Given the District's transition to using the Common Core Standards, future data will be taken from PARCC rather than DCCAS.

GOAL 3:
Every youth who is not in school RECONNECTS to education/training

OUTCOME: Decrease the number of youth who are disconnected from both school and work.

CORE INDICATOR: Number of low-income youth ages 16-24 who are not in school and not employed

BASELINE:
9,910[16]



TARGET:
7,000 by 2014

Nearly 10,000 low-income youth ages 16-24 (32 percent) are both out of school and not working, the immediate impacts of which point to a socio-economic crisis that cannot be ignored. Efforts to help these young people get back on a path towards success must include opportunities to reconnect to school, training, and job preparation.

16 American Community Survey. 2010. "Disconnected youth" calculated using the following characteristics: 16-24, not in group quarters, less than 200 percent poverty, less than an associate's degree, not receiving retirement benefits/self-employed/armed forces, and not in the labor force.

Contributing Indicators:

1. Number of youth ages 16-24 who exited school without indicating enrollment in another educational experience or showing up in another school roster: 1,953[17]

2. Number of formerly out-of-school youth ages 16-24 enrolled in high school/GED preparation/adult basic education programs: 3,049[18]

This number includes formerly out-of-school youth who re-enrolled in traditional and nontraditional DCPS and public charter schools and those who enrolled in adult basic education programs funded by OSSE's Adult and Family Education Office. While there are youth who enrolled in other programs run by community-based organizations, we are currently limited in our ability to capture this information in a centralized way.

3. Number of formerly out-of-school youth ages 16-24 enrolled in postsecondary program (college or certification): 71[19]

4. Number of formerly out-of-school youth ages 16-24 connected to employment training: 580

This number represents all out-of-school youth served by the DC Department of Employment Services in the following programs in the 2012 program year:

- 295 enrolled in out-of-school youth programs funded by the Workforce Investment Act
- 12 enrolled in on-the-job training
- 142 ages 18-24 accepted as apprentices
- 131 Path2Work job placements

This number does not represent all the out-of-school youth in employment training programs throughout the District. While there are a variety of community-based programs that provide employment training for out-of-school youth, there is no common repository that captures this information.

17 OSSE, Statewide Longitudinal Data System, 2010-2011 school year

18 Ibid. 432 formerly out-of-school youth re-enrolled in traditional high school programs. 714 enrolled in STAY, alternative education, and GED programs. 903 enrolled in adult basic education funded by OSSE's Adult and Family Education Office, 2012

19 OSSE, Statewide Longitudinal Data System, 2012

The Data Moving Forward:

While many agencies and community-based programs serve this population, there is no single entity responsible for monitoring the number of out-of-school youth, their needs, or the delivery of services. Moreover, the District lacks an adequate number of programs to reconnect all out-of-school youth and there is a need for better coordination among those that do exist.

With this in mind, the Raise DC Disconnected Youth Change Network is working to identify:

1. Which specific types of programming are needed in greater quantity to fully meet the needs of this population,
2. Which of the programs currently available to the out-of-school youth population in the District are effective, and
3. How many out-of-school youth are served by community-based education and employment training programs?

GOAL 4:
Every youth ATTAINS a postsecondary credential

OUTCOME: Increase the percentage of youth who attain a college degree or industry-recognized license/certification.

CORE INDICATORS:
Percentage of students who complete an associate's degree within three years of high school graduation

BASELINE:
TBD[20]

TARGET:
TBD

Percentage of students who complete a bachelor's degree within six years of high school graduation

BASELINE:
TBD

TARGET:
TBD

Percentage of UDC-CC students age 24 or younger who complete a certificate program within two years

BASELINE:
56%[21]

TARGET:
60% by 2015

Certificates completed do not reflect third-party certifications, which are collected and kept by the individual vendors offering these programs.[22]

Georgetown University's Center on Education and the Workforce predicts that by 2018, the U.S. economy will create 47 million new jobs, nearly two-thirds of which will require at least some postsecondary education. Nearly 14 million of these jobs will require an associate's degree or occupational certificate. Knowing that there are multiple paths to prepare for good jobs, Raise DC is focusing on increasing the number of students who attain a college degree in six years and who achieve an industry-recognized certificate or license within two years.

In 2012, 203 students attained licensure or certification after completing a program within UDC-CC.[23] It is not possible to document licensure or certification earned by DC residents through the many other programs across the region. UDC-CC is working to create a system that allows collection of third-party certification data.

20 Baseline to be determined by OSSE based on NSC student-level data.

21 UDC-CC, office of the chief executive officer, 2011-2012 school year.

22 Ibid.

23 Ibid.

Contributing Indicators:

1. Percentage of high school graduates who enroll in a college or credential program[24]

Within six months of high school graduation: 41 percent (1,448)

Within 12 months of high school graduation: 48 percent (1,695)

Within 18 Months of high school graduation: 55 percent (1,942)

Figures are based on National Student Clearinghouse (NSC) aggregate data for DCPS and public charter high school 2009 graduates enrolled in college for the first time. Note: OSSE's Statewide Longitudinal Education Data system (SLED) anticipates reporting District-wide college enrollment, persistence and success based on student-level NSC data by April 2013. It is likely the methodology employed when using NSC student level data will have a different result from NSC aggregate data.

2. Percentage of students persisting to their second year of college or university: 74 percent (1,071)

Figure represents 1,071 of 1,448 class of 2009 high school graduates who enrolled in college within six months of high school graduation and returned for the fall of their second year immediately following completion of their first year in college.

3. Percentage of graduating seniors who complete:

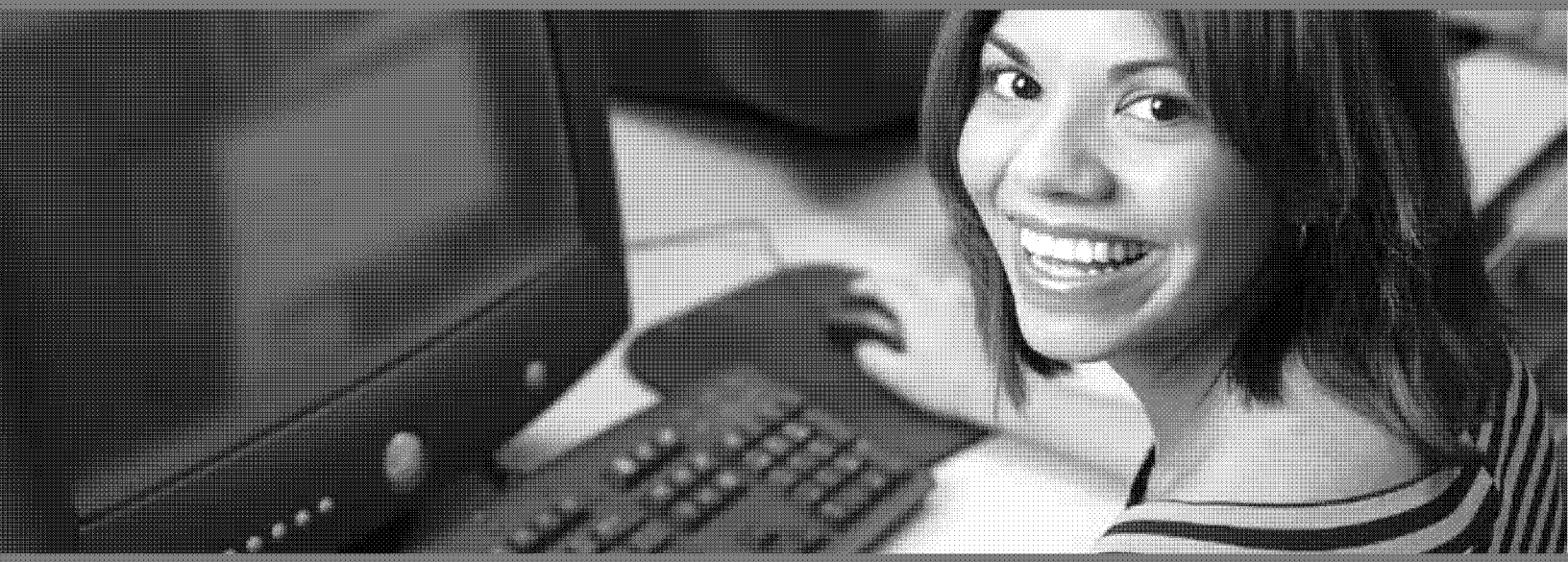
Free Application for Federal Student Aid (FAFSA): 84.9 percent (2,581)[25]

DC Tuition Assistance Grant Program (DCTAG) Application: 54 percent (1,641)[26]

24 All college enrollment and persistence data provided by OSSE, based on NSC aggregate data for the DCPS and public charter high school 2009 graduates.

25 U.S. Department of Education. Seniors 2011; 2011-2012 academic year

26 OSSE, 2012 Seniors.



The Data Moving Forward:

The National Student Clearinghouse (NSC) college enrollment, persistence and degree completion verification is limited to Title IV institutions that voluntarily report to NSC. The Clearinghouse does not verify enrollment, persistence and/or completion for Title IV institutions that do not voluntarily report to NSC or institutions granting industry recognized certifications and/or license that are not Title IV institutions.

The District of Columbia University's Community College maintains a data system that allows verification of District of Columbia Public and Public Charter High School graduates who enroll, persist and complete the Community Colleges certificate programs.

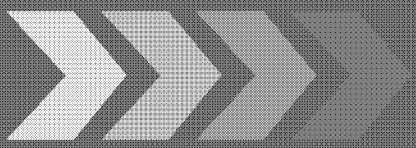
One challenge in verifying District of Columbia Public and Public Charter High School graduates' enrollment, persistence and completion of certificate programs is developing a central system to capture this data of certificate programs administered by neighboring community colleges.

Goal 5:
Every youth is PREPARED for a career

OUTCOME: Increase the percentage of young adults who are employed.

CORE INDICATOR: Percentage of DC residents ages 20-24 who are employed full-time[27]

BASELINE:
41.6%[28]



TARGET:
66% by 2017

Monitoring the percentage of District residents ages 20-24 who are employed tells us whether we are preparing our young people for a successful transition into adulthood. With fewer than 42 percent of these young people employed full-time, we must work diligently to increase the number of young adults who are employed while strengthening the "talent pipeline" by providing youth ages 16-19 with high-quality career preparation, including postsecondary enrollment, internships, and part-time jobs. As we work toward these goals, we must be careful to simultaneously assess our progress toward the integration of best practices in career preparation activities, thus assuring that our youth and young adults are truly prepared for a 21st century job market and lucrative, satisfying careers.

27 At least 35 hours per week

28 Bureau of Labor Statistics, Local Area Unemployment Statistics, 2011. Available at http://www.bls.gov/lau/ptable14full11.pdf

Contributing Indicators:

1. Number of youth ages 16-21 who get an early work experience through:

DC DOES Summer Youth Employment Program (SYEP): 10,706[29]

This number reflects the number of youth in SYEP who were both referred to a job and remained at that job for the duration of the program. This number excludes 14- and 15-year-olds enrolled in SYEP, since they are typically assigned to work prep activities rather than work placements.

Part- or full-time employment (ages 16-19): 3,000[30]

Paid and unpaid internships: TBD

A wide variety of private employers, schools, nonprofit programs, and agencies offer youth internship opportunities. There are no centralized data on internships.

2. Number of youth ages 18-24 enrolled in apprenticeship programs: 142[31]

This figure reflects apprentices in registered union and nonunion apprenticeships in the District only. District residents are also enrolled in apprenticeship programs in Maryland and Virginia, but DC DOES is not able to track this information.

3. Percentage of young people in the labor force

Ages 16-19: 24.7 percent (6,000)[32]
Ages 20-24: 68.0 percent (38,000)[33]

These data include youth who are either employed or actively seeking employment.

29 DC DOES, 2012

30 Bureau of Labor Statistics, Local Area Unemployment Statistics, 2011. Available at http://www.bls.gov/lau/ptable14full11.pdf

31 DC DES, FY2011. DES is the District's State Apprenticeship Registration agency.

32 Bureau of Labor Statistics, Local Area Unemployment Statistics, 2011. Available at http://www.bls.gov/lau/ptable14full11.pdf

33 Ibid.

The Data Moving Forward:

There is currently no central registry of data on District residents who participate in registered apprenticeship programs. As a result, data presented in this report only reflects residents who are participating in apprenticeship programs in the District and do not include District residents participating in the many similar programs in Maryland and Virginia. These pieces of information would be important to gather and should be included in future reports. We should analyze data on early work experiences and career preparation to help determine the need for more intensive, long-term activities.

Moving Forward

This first Raise DC Report Card establishes a baseline of knowledge to guide our work. It clearly identifies what we hope to accomplish together, paints an honest picture of where we are, and highlights information needed to track better in the future—all critical information as we determine the most effective ways to coordinate resources and drive investments to improve the lives of the District's children and youth. This report marks a shift toward a citywide culture of transparency, accountability, and informed decision-making to improve educational outcomes for our children, youth, and young adults.

Change Networks

Over the coming year, the Raise DC Change Networks will be analyzing data on effective practices, formulating action plans, and incorporating these plans into their existing programs in order to bring successful practices to scale. Their work will be driven by the Raise DC Success Road Map and the information presented in this baseline report. As the change networks collaborate, they will also be identifying key policy opportunities to ensure the necessary resources and policy infrastructures are in place to effectively implement these effective practices.

Leadership Council

The Leadership Council will work closely with the Raise DC Change Networks to leverage the resources and policy opportunities needed to advance the partnership's collaborative strategies.

Anchor Institution

The District, like many other cities, is home to a number of coalitions, commissions and partnerships. In recent years, those focused on education and youth, including the DC Education Compact and the Statewide Commission on Children, Youth and Families, have struggled with long-term success. Examination of these past efforts reveals that one of the key challenges for sustainability has been the shifting political environment and the lack of organizational capacity needed to keep partners continually focused on the goals of the effort.

With this in mind, the Raise DC leadership has made a commitment to transitioning the partnership from the Office of the Deputy Mayor for Education to an outside anchor or "backbone" institution. We recognize that government must continue to play a leading role once the effort is transitioned; however, we also believe this transition will create the necessary conditions and opportunities for Raise DC to more quickly build its staff capacity and create long-term sustainability.

The Raise DC Executive Team is actively searching for an anchor institution for Raise DC. This search has been guided by best practices and criteria used by similar cradle-to-career partnerships across the country. The anchor institution will be a neutral entity that can provide dedicated staff and data supports, communicate and work across sectors to eliminate silos, deliver results, and draw key leaders to the table over time.

Other Sources of Information

There are many community reports, frameworks, and scorecards that provide research and statistics about various social and educational issues in the District. Although the focus of these reports overlaps, the content differs. Following is a select list of sources of related information:

- **PCSB School Performance Reports:**
  http://www.dcpubliccharter.com/PCSB-Publications/PMF-Results.aspx
  PCSB provides school performance reports as a way to share how the PCSB evaluates each public charter school. Although each charter school is unique, the PCSB's new Performance Management Framework (PMF) enables the board to look at school performance across common measures.

- **DCPS School Scorecards:**
  http://profiles.dcps.dc.gov/
  DC Public Schools provides school scorecards to give parents, students and community members in the District a clear, objective picture of school performance. By incorporating multiple measures of school quality into one tool, the scorecard presents a unique opportunity to compare schools' strengths and weaknesses across the District.

- **DC KIDS COUNT:**
  http://www.dcactionforchildren.org/kids-count
  DC KIDS COUNT is part of the network of local organizations that provide a community-by-community picture of the condition of children. The network organizations also monitor budget and legislative decisions in the states and provide policy analysis based on evidence of what works for children and families.

- **OSSE:**
  http://osse.dc.gov/
  OSSE provides information on education in the District, such as school-by-school graduation rates.

Endnotes:

i DC Economic Indicators, DC Office of the Chief Financial Officer, September 2012. http://www.cfo.dc.gov/cfo/frames.asp?doc=/cfo/lib/cfo/eiseptember2012.pdf

ii 2009 U.S. Census Bureau, Statistical Abstraction of the United States: 48.5 percent of District residents have a bachelor's degree or higher; Massachusetts has the next highest concentration at 38.2 percent.

iii 2003. National Center for Education Statistics, National Assessment of Adult Literacy.

iv IPUMS/American Community Survey.

v DC Department of Health, Center for Policy, Planning and Evaluation, 2010; data provided by DC Action for Children.

vi DC Child and Family Services Agency.

vii DC Department of Youth Rehabilitation Services, FY 2012

viii Unduplicated youth ages 16-24 who received some type of mental health rehabilitation service (MHRS) during the year. The majority of MHRS services are provided to people whose mental health needs require more than office-based intervention. Source: DC Department of Mental Health, FY2011

ix Under 18 years old, below 100 percent of the federal poverty level. Source: American Community Survey, 2006-2010; data provided by DC Action for Children.

x According to HUD definition of "literally homeless." Source: Community Partnership for the Prevention of Homelessness and Metropolitan Washington Council of Governments, Homeless Services Planning and Coordinating Committee, 2012; data provided by DC Action for Children.

xi The U.S. Department of Labor Office of Apprenticeships tracks all registered apprentices in the U.S.; however, they do not report on state of residency, just the state in which the apprenticeship took place..

For more information about Raise DC visit www.raisedc.net

RAISE DC

Office of the State Superintendent of Education

OSSE

Child Development Centers Monitoring Tool

QUALITY ASSESSMENT MONITORING TOOL

Name of Facility:		
Address:		
Date:	**Capacity:**	**Telephone #:**
Monitors Name:		**Provider Level:**
Directors Name:		**Number of Classes:**
Email:		
☐ **Gold** **Accrediting Agency :** _____ **Expiration Date:** _____ ☐ **Silver** **Candidacy Date :** _____ ☐ **Bronze**		
Type of Program: check all that apply ☐ **Early Head Start** ☐ **Head Start** ☐ **Pre-K** ☐ **Early Childhood** ☐ **School Age** ☐ **Charter School** ☐ **Standard Home** ☐ **Expanded Home**		**Liability Insurance:** **Motor Vehicle Insurance:** **Current Vehicle Registration:** ☐ **Yes** ☐ **No**
USDA Participant: ☐ **Yes** ☐ **No**	**Menu Posted:** ☐ **Yes** ☐ **No**	**Total # Food handlers:** _____
Do you have two AM CPR Staff: ☐ **Yes** ☐ **No**		**Do you have two AM First Aid Staff:** ☐ **Yes** ☐ **No**
Do you have two PM CPR Staff: ☐ **Yes** ☐ **No**		**Do you have two PM First Aid Staff:** ☐ **Yes** ☐ **No**
Do you have two NT CPR Staff: ☐ **Yes** ☐ **No** ☐ **NA**		**Do you have two NT First Aid Staff:** ☐ **Yes** ☐ **No** ☐ **NA**
Do you have a fax machine on premises? ☐ **Yes** ☐ **No location** _____		
Do you have a scanner on premises? ☐ **Yes** ☐ **No location** _____		
Do you have a Computer on premises? ☐ **Yes** ☐ **No location** _____		
Provided evidence that the past 3 months' pay statements have been rectified: ☐ **Yes** ☐ **No**		
Provided evidence that the past 3 error reports have been submitted: ☐ **Yes** ☐ **No**		
Provided evidence that the past 3 months of attendances were submitted on time: ☐ **Yes** ☐ **No**		

OVERVIEW OF CATEGORY 1 – LEARNING ENVIRONMENT

1. **Program space materials reflect a variety of ethnicities, cultures, genders, age-groups and abilities.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

2. **Program space is arranged to offer at least 5 physical areas of learning interest to children on a daily basis. (check all that apply/ NA for School Age)**

   ☐ literacy/language ☐ gross and/or fine motor ☐ dramatic play ☐ art

   ☐ blocks ☐ music ☐ science ☐ sensory

3. **There are enough developmentally appropriate materials available in each area to invite exploration and to limit conflict between children/students. Materials are placed to allow for independent reach and use by all children.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

4. **Program space is arranged to support independent large group, small group and individual play/activities.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

5. **Program space has work created by children displayed. These should reflect the children's individuality, developmental ability and a variety of learning domains.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

6. **Interactions between adults and children are positive and adults are highly responsive to the physical, socio-emotional and cognitive needs of children/students.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

7. **Program space rules and expectations are developmentally appropriate, clear and consistent.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

8. **Program space furniture is age-appropriate and arranged to allow for adult supervision at all time.** *(Infant, Toddler, Preschool Only)*

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

9. **Program space furniture supports individual personal care routines of each infant and toddler (i.e. naps, diapering/toileting, meals/snacks). Furniture that is designed for group feeding is not permitted.** *(Infant, Toddler Only)*

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

10. **Program space environments provide soft, washable elements such as toys, cushions and furniture.** *(Infant, Toddler, Preschool Only)*

    Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

11. **Program space environments contain low, sturdy furniture adapted for infants and toddlers.**

    Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

CATEGORY 2: CURRICULUM AND LEARNING OPPORTUNITITES

1. **Learning opportunities are intentionally designed to support the development of all domains included in the DC Early Learning Standards.** *(Infant, Toddler, Preschool Only)*

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

2. **Lesson plans have associated goals and objectives.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

3. **Child observations have been conducted in the past 6 months and documented to assess children's understanding of learning goals and objectives.** *(Infant, Toddler, Preschool Only)*

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

4. **Transitions during the day are used as "teachable moments" that support the development of the children/students in the environment.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

5. **Majority of the learning opportunities are child-centered and child-led. School Age Students are part of the planning schedule.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

6. **Learning opportunities allow children to engage in active and hands-on learning experiences.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

7. **Learning opportunities allow children to engage in active and hands-on learning experiences.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

8. **Program space post a written, daily schedule that provides ample time for child/student directed choices and for a variety of learning opportunities.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

9. **The children/ students are given the opportunity for play activities that promote gross motor development both indoors and out.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

10. **The schedule is structured and predictable but is flexible to support the individual needs of children (Infant/toddler nap, diapering, feeding, play, etc.). Participation in large group activities is not forced.** *(Infant, Toddler, Preschool Only)*

    Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

11. **Infant/toddlers participate in experiences and opportunities that allow for the use of materials and equipment to support their gross motor skills, i.e. grasping, pulling, pushing, crawling, walking and climbing.**

    Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

Category 3: Family Engagement

1. **A system of communication is in place that allows each Child Development Center classroom and families to share and exchange information (i.e. News Letters).**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

2. **Conferences are offered to individual parents at least one time per year to review written progress report about the developmental progress of each of their children.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

3. **Facilitate a program-wide event per tier reimbursement (meetings, trainings, potlucks, family game night, etc.) to engage and support families based upon program tier.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

4. **Parents of infants and toddlers are provided with daily, written communication about their child's daily personal care routine, which includes but is not limited to: feeding diapering and naps. Teachers also discuss with parents other activities in which their infant or toddler may have participated in each day.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

Category 4: Nutrition and wellness

1. **Daily Physical activity must include a minimum of two (2) hours of outdoor play or outdoor activity each day.** *(Infant, Toddler, Preschool Only)*

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

2. **The meals and snacks served in the program meet the USDA food guidelines.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

Category 5: Business and Administrative Practices

1. **Does the Center have a written backup plan for use of substitutes?**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

2. **The Center has a written system of financial record keeping in place that documents parent account status.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

3. **Facility will maintain a training log for all staff.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

4. **The Center conducts annual evaluations of all teaching staff.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

5. **Staff observations are conducted at least one (1) time a year.**

   Compliance: ☐ Doesn't Meet ☐ Meets ☐ Exceeds

Monitoring Visit Summary

	Cat. 1 11 Indicators	Cat. 2 11 Indicators	Cat. 3 4 Indicators	Cat. 4 2 Indicators	Cat. 5 5 Indicators	TOTAL
	Learning Environment	Curriculum and Learning Opportunities	Family Engagement	Nutrition and Wellness	Business and Administrative Practices	
Does Not Meet						
Meets						
Exceeds						

OVERALL VISIT SUMMARY

QUALITY ASSESSMENT MONITORING TOOL

Monitor's Signature:	**Date:**
Supervisors Signature:	**Date:**

Excel Academy Public Charter School

Educate. Empower. Excel.

Race to the Top Early Learning Challenge Review Committee
c/o Rachel Joseph
Office of the Deputy Mayor for Health and Human Services
1350 Pennsylvania Avenue NW, Suite 223
Washington, DC 20004

To whom it may concern:

I am writing today to express Excel Academy's strong support for the District of Columbia's Race to the Top Early Learning Challenge application. Excel Academy's mission is to provide pre-school through eighth grade girls a solid academic foundation and enrichment opportunities to prepare them to succeed in high school and college and to develop the skills and confidence they need to make healthy, positive lifestyle choices.

A Race to the Top Early Learning Challenge grant will enable us, and all of our partners in DC's early childhood community, to achieve significant advances on behalf of this critical population.

The District of Columbia has a long history of strong leadership in early learning and development work. Among a number of notable accomplishments is the establishment of universal access to Pre-K for 3- and 4-year-olds, and expansion of home visitation services. Although the District did not receive a Race to the Top Early Learning Challenge grant in the last round, we aggressively pursued key goals the application established and have successfully aligned the District's early learning standards with the Common Core and worked to create quality standards across the early learning and development sectors.

However, important work remains to ensure all children and families in the District of Columbia are thriving. The plan set forth in the District's application will help us achieve these goals. We at Excel Academy are confident that the District is prepared to fully execute its innovative, high quality plan for reform, and we look forward to playing an important role in this work going forward.

We appreciate your careful consideration of the District of Columbia's application.

Sincerely,

(b)(6)

Kaya E. Savage
Founder and CEO

2501 Martin Luther King, Jr. Avenue, SE
Washington, DC 20020
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www.excelpcs.org

Early Success Governance and Oversight Over RTTT-ELC Plan

AGENCY	COLLABORATIVE EFFORTS
Department of Human Services (DHS) *Reports to DMHHS*	Determines eligibility for TANF, SNAP, Medicaid, CHIP, DC Alliance, and Child Care Subsidy; gathers paternity documentation and information for Child Support Enforcement; and administers TANF, SNAP, Homeless Services, teen parent, family support, and refugee resettlement programs.
Department of Health (DOH) *Reports to DMHHS*	Provides school-based health programming and Title V (Maternal, Infant, Child Home Visiting) services. Home visiting and project launch
Department of Health Care Finance (DHCF) *Reports to DMHHS*	Serves as DC's Medicaid agency which administers Medicaid/CHIP for eligible children; maintains the HealthCheck Provider Education System on-line training and resources for EPSDT service delivery and documentation on well-child visits and appropriate health/developmental screenings.
District of Columbia Public Schools (DCPS) *Reports to the Mayor*	DCPS serves nearly 6,100 children in PK3/PK4 classrooms in every Ward across the District. These children receive high quality early learning programming, which includes teachers with bachelor's degrees and ongoing professional development. Most DCPS classrooms meet Head Start standards as well, ensuring that children at-risk have access to the comprehensive services and supports needed to be successful in school.
District of Columbia Public Charter School Board (PCSB)	PCSB is the authorizer of public charter schools in the District of Columbia and thus oversees the pre-kindergarten programs at public charter schools. This year, for the first time, PCSB piloted a Early Childhood Performance Management Framework (EC PMF) which looks at student growth on age-appropriate assessments as well as CLASS observation, which is being implemented city-wide.

Early Success Governance and Oversight Over RTTT-ELC Plan

Department of Behavioral Health (DBH) *Reports to DMHHS*	Provides Healthy Futures (in partnership with DOH), Play in Early Childhood Evaluation System (PIECES) and Primary Project.
Department of Human Services (DHS) *Reports to DMHHS*	DHS is the lead agency in helping to move very low-income families to self-sufficiency through its work with families receiving Temporary Assistance for Needy Families (TANF), SNAP, Homeless Services and other public assistance. Through cross-agency collaboration, DHS is building a coordinated services approach that recognizes and supports the needs of the whole family and promotes early intervention and supports for both children and parents, thereby mitigating the future need for more intrusive and costlier measures involving the criminal, juvenile justice, and child welfare systems. TANF funding provides substantial resources for TANF eligible families to receive developmentally appropriate child care and provide a conduit for early intervention screening and services.
Office of the State Superintendent for Education (OSSE) *Reports to DME*	Administers all CCDF funds to programs; oversees Title I, IDEA Parts B and C and Pre-k Enhancement grants; maintains data on early childhood programs in all settings; provides Strong Start for early identification and intervention for ages 0 to 3; and licenses child development facilities.
Child and Family Services Agency (CFSA) *Reports to DMHHS*	Administers Title IV-E and IV-B funds. Services include family stabilization, reunification, foster care, adoption, and supportive community-based services for at-risk children and families.
Department of Parks and Recreation (DPR) *Reports to DMHHS*	The purpose of the Early and Middle Childhood (EMC)division is to ensure that the District of Columbia Department of Parks & Recreation implements high quality programs and events for children ages 18months through 13 years that align with the agency mission of Move, Grow, and Be Green

	One of our programs includes a Cooperative Play Program (Co-Op). Through the Co-Op, young children ages 18 months through 5 years old are introduced to a structured play setting with activities that engage the whole child—mentally, socially, physically, and emotionally—in preparation for entering the formal education system. Emphasis is placed on socialization such as learning to take turns; cognitive growth through music, painting, and cutting; and gross motor development by running and jumping. The involvement and leadership of parents is one of the most unique and exciting parts of the DPR Cooperative Play Program. Parent groups will often bring in outside partners like yoga or music instructors for the children and many sites plan field trips to the zoo, the postal museum or the firehouse to coincide with the month's theme.
Department of Employment Services (DOES) *Reports to DMPED*	DOES works diligently to ensure that every District resident who wants a job can have a job. My providing professional development and other job support services, DOES helps to reduce all levels of unemployment and underemployment in the District of Columbia, ultimately reducing poverty levels across the city and better ensuring positive outcomes for our highest need children and their families.
Department of Housing and Community Development (DHCD) *Reports to DMPED*	Housing development projects completed by DHCD help to support the families in the District with the highest need. DHCD works with development teams to encourage amenities that serve families with young children, such as community spaces, playgrounds, and in some instances, on-site day care centers In addition, child care providers may apply for Capital Development Block Grants (CDBG) for capital investments.

Early Success Governance and Oversight Over RTTT-ELC Plan

DC Housing Authority (DCHA) *Reports to DMPED*	DCHA is a critical partner for many of the District's agencies and community providers in doing outreach to families living in Section 8 housing, as well as many of the city's other high need families.
DC Public Libraries (DCPL) *Reports to DME*	The DC Public Library works with young children and their parents/caregivers to assist children with their abilities to read before they enter school. Programs such as Story Time help children acquire skills necessary to hear the sounds in words, recognize letters by identifying shapes, understand how to hold books and identify the beginning, middle and end of a story. Programs and services like this are offered at all 26 D.C. public library locations and in community sites.
University of the District of Columbia (UDC) *Reports to DME*	The academic focus of UDC is to prepare highly effective licensed early childhood teachers for public school settings and highly credentialed teachers for Infant and preschool centers. The University provides stackable degrees from Associate of Arts through Master's level. The implementation of a Human Development degree with options for Infant and pre-school education, was in direct response to the needs of the District of Columbia when it embarked on fulfilling mandates in the Pre-K for All DC ACT. The University of the District of Columbia is also integrally involved in the District of Columbia's early childhood and early learning initiatives through a collaborative relationship with UDC's Early Childhood Leadership Institute (ECLI). The ECLI is designated as the state's system for professional development and training for early learning educators. It provides coaching and mentoring to infant and toddler providers, professional development to support Mayor Gray's Infant and Toddler initiative, and hosts the annual city-wide DC Universal School Readiness

	Conference. UDC is the convener of the DC Higher Education collaborative which leads the charge of the Pre- K For All DC Act, as well as leading the alignment of the DC Early Learning Standards with Common Core Standards.
Community College of the District of Columbia (CCDC) *Reports to DME*	Part of the University of the District of Columbia System is the Community College. The Community College also offers professional development and credential program supports.
Office of Planning (OP) *Reports to DMPED*	OP performs planning for neighborhoods, public facilities, parks and open spaces, and individual sites in the District. In doing so, the agency helps to support the needs of our families with the highest needs OP also does projections based on census data, which helps the District plan for resource allocation such as Pre-k slots and other early childhood necessities.

OSSE

PARENT GUIDE TO COMMON CORE EARLY LEARNING STANDARDS

How can I help my child?

You can begin by using this guide to help build a relationship with your child's teacher. Talk to his or her teacher regularly about how your child is doing — beyond parent-teacher conferences.

At home, you can play an important role in setting age appropriate expectations and supporting your child in meeting those expectations.

If your child needs a little extra help or wants to learn more, work with his or her teacher to identify opportunities for re-teaching or to find other resources.

What are Common Core State Standards?

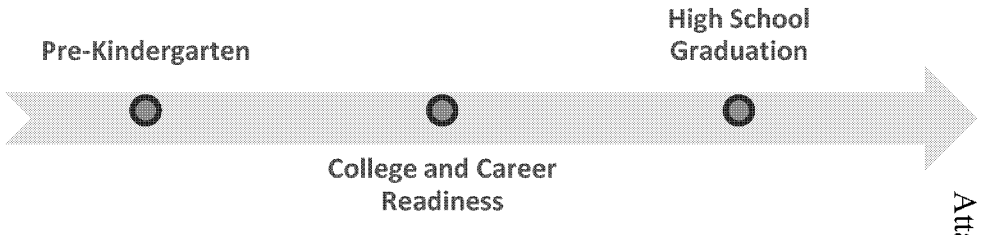
Common Core State Standards (CCSS) are educational standards in Mathematics and English/Language Arts that ensure your child has the skills and knowledge to be successful in life. CCSS are designed to improve educational outcomes by providing clear goals for student learning.

Why are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and in their career. They help set clear and consistent expectations for students, parents, and teachers; build your child's knowledge and skills; and help set age appropriate goals for all children.

Of course, standards are not the only thing needed for our children's success. But standards provide an important first step — a clear 'roadmap of learning' for teachers, parents, and children. Having clearly defined goals helps families and teachers work together to ensure that children succeed. Standards help parents and teachers know when children need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

More than 90% of all brain development occurs between birth and age five years (Zero to Three, 2012). Further, the brain of a three-year old is two-and-a-half times more active than those of adults. At the critical time of intense activity, young children are heavily dependent upon adults, parents, teachers, caregivers and the environment for their most basic needs. The early relationships and human interactions occurring during this time play a crucial role in a child's ability to develop the skills of speaking, thinking, showing empathy, and learning (Brain Development, Exchange, November-December, 2010). During the early years of life, the brain is forming connections that help determine a lifetime of skills and potential.



What will your child be learning in prekindergarten?

The instructional program will be organized to support your child's growth in the nine developmental domains of early learning: Approaches to Learning/Logic and Reasoning, Communication and Language, Literacy, Mathematics, Scientific Inquiry, Social Studies, The Arts, Social-Emotional Development, and Physical Development/Health and Safety. Being interested in stories and books is one of the most important attitudes that children develop during the years before they begin reading. For this reason, you will observe that instruction in language and literacy is a major area of focus in your child's pre-k program.

Literacy

Learning new language skills is a hallmark of preschoolers. Your child will learn about the alphabet and its role in reading. Your child will practice rhyming, matching words with beginning sounds, and blending sounds into words. Practice with these types of activities is a powerful step toward learning to read and spell correctly. The size of your child's vocabulary is another key factor in his or her ability to read and comprehend books and stories. Your child also will begin to experiment with writing and will be encouraged to use a combination of drawing, dictating, and writing letters to share information, ideas, and feelings.

A Sample of What Your Child Will Be Working on in pre-Kindergarten

- ✓ Writing directions for making play dough.
- ✓ Recognizing and naming 10 or more letters of the alphabet
- ✓ Retelling a sequence of events from a familiar story read aloud or important facts from an informational text read aloud
- ✓ Identifying the characters and settings of a story read aloud
- ✓ Asking and answering questions about unfamiliar words in a story, poem, or informational text read aloud
- ✓ Naming the author and illustrator of a familiar book and defines the role of each in telling the story
- ✓ Recognizing familiar books by their covers
- ✓ Explaining the part of the story that each illustration depicts
- ✓ Showing awareness of separate words in a sentence
- ✓ Deciding whether two words rhyme
- ✓ Identifying the initial sound of a spoken word and, thinking of several other words that have the same initial sound
- ✓ Showing awareness of separate syllables in a word
- ✓ Dictating words or drawing to express a preference or opinion about a topic
- ✓ Using a combination of dictation and drawing to tell a real or imagined story

Mathematics

Young children arrive in pre-kindergarten with widely varying knowledge in math. By the end of the year, your child must have some important foundations in place. One of the most important skills your child should develop is the ability to add and subtract small numbers and use addition and subtraction to solve word problems. This will rely on gaining some fundamentals early in the year, such as counting objects to tell how many there are. Addition and subtraction will continue to be a very strong focus in the coming year.

OSSE

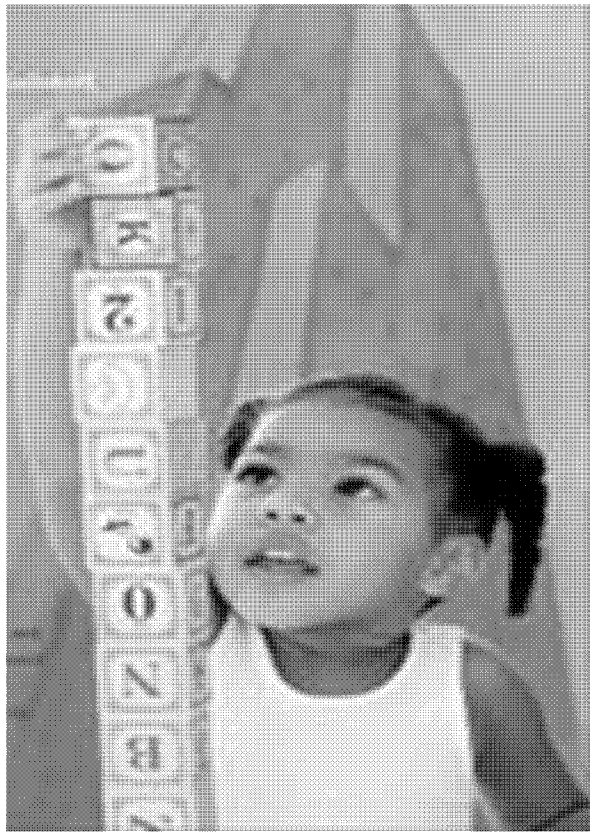
PARENT GUIDE TO COMMON CORE EARLY LEARNING STANDARDS

Young kids enjoy hearing stories about you and your family. When did you lose your first tooth? Who was a favorite teacher? Thinking about Mommy or Daddy as a little kid may spark the imagination.

A Sample of What Your Child Will Be Working on in Pre-Kindergarten

- ✓ Grouping objects according to a common characteristic and explain the rules
- ✓ Identifying the pattern (eg. Car, track etc.) that a classmate is making with materials in the block area
- ✓ Counting to 20 by ones
- ✓ Telling what numbers comes next in the counting sequence when a number between 1 and 9
- ✓ Recognizing and naming the written numerals 1-10
- ✓ Understanding the relationship between numbers and quantities
- ✓ Counting to answer how many
- ✓ Describing measurable attributes of objects such as length or weight
- ✓ Directly comparing two objects with a measurable attribute in common to see which object has more or less of the attribute and describe the difference
- ✓ Identifying and describing shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, spheres)

Approaches to Learning/Logic and Reasoning



Approaches to learning are how children become involved in learning and acquiring knowledge. For children to be successful in school, they must be able to figure out what to do, how to do it, and coordinate the necessary skills required to accomplish the task. They need to learn to control impulses, multitask, follow directions, and focus. Young children develop these skills when teachers and family members help them.

A Sample of What Your Child Will Be Working on in Pre-Kindergarten

- ✓ Asking clarifying questions
- ✓ Building elaborate structure out of variety of materials, working on it for several days
- ✓ Problem solving skills
- ✓ Working with others

OSSE

PARENT GUIDE TO COMMON CORE EARLY LEARNING STANDARDS

Your children need to be praised for trying and be encouraged to explore their world.

Communication and Language

The communication and language standard is about children's understanding, creating and communicating meaning. At the pre-K and kindergarten levels the standards are divided into subareas for further clarification: Comprehension and Collaboration, Presentation of Knowledge and Ideas, Vocabulary Acquisition and Use, and Conventions of Standard English. Your child will need well-developed communication skills when it's time to start going to school - to make friends, learn new things, and start learning to read and write. Communication skills are critical to your child's future success

A Sample of What Your Child Will Be Working on in Pre-Kindergarten

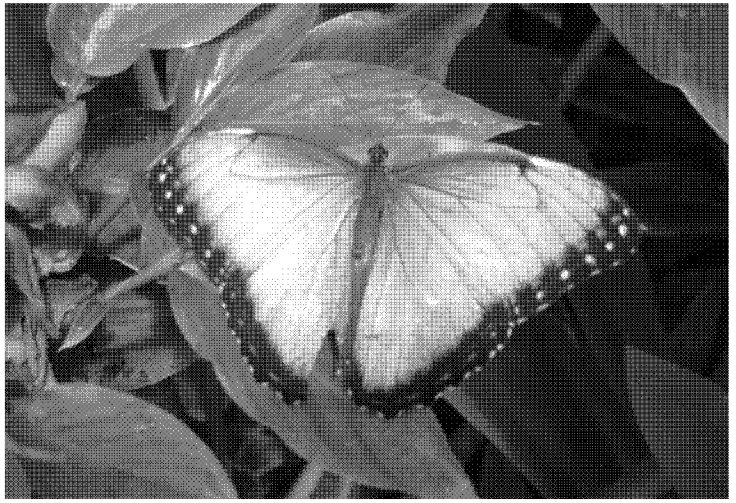
- ✓ Speaking in complete sentence of 4-6 words, using past, present, and future tenses appropriately for frequently occurring verbs
- ✓ How to initiate engages in conversations of at least three exchanges
- ✓ demonstrating a basic understanding of the organization and features of print
- ✓ Recognizing spoken language can be written and read, and that written language can be read and spoken
- ✓ Recognizing and naming 10 or more letters of the alphabet

Scientific Inquiry

Scientific inquiry standard is about how children learn about the world around them In the field of science, children should be learning concepts and knowledge related to Life Science, Physical Science, and Earth Science. They should also be developing Inquiry and Design Practices that are applicable to multiple science and engineering disciplines

A Sample of What Your Child Will Be Working on in Pre-Kindergarten

- ✓ Observing and describing the characteristics of living things
- ✓ Observing and describing the properties of physical objects
- ✓ Observing and describing characteristics of earth and space
- ✓ Manipulating materials and objects
- ✓ Making predictions and test ideas
- ✓ Communicating results with others



OSSE

PARENT GUIDE TO COMMON CORE EARLY LEARNING STANDARDS

Social Studies

Social studies standard is about how children learn about themselves, their families, their communities, roles people play, culture, past and current events. In the field of social studies, children should be developing Knowledge of Human Characteristics, Knowledge of Life in a Community, and about Change Related to Familiar People and Places.

A Sample of What Your Child Will Be Working on in Pre-Kindergarten

- ✓ Understanding people and how they live
- ✓ Understanding that he/she is part of a family
- ✓ Identifying similarities and differences in physical and personal characteristics
- ✓ Understanding that people have different types of jobs
- ✓ Identifying various means of transportation
- ✓ Using words that describes time
- ✓ Describing the basic features and relative locations of familiar places in the community

The Arts

The art standard is about how children learn different kinds of music and ways to use different kinds of tools to create art. Arts experiences include Music, Movement and Drama Concepts and Expression, and Concepts and Expression in the Visual Arts.

Gross and Fine Motor

In Pre-k: Children play outside every day, weather permitting. Playing outside helps develop children's muscles, improves coordination, and reinforces healthy habits. The playground is a great place for children to learn social skills such as taking turns, talking to others, making friends, and getting along.

At Home: Take your child to the playground to explore all kinds of movements. Play outdoor games like hopscotch, jump rope, red light, green light, and drawing with sidewalk chalk. Play games that you played when you were a child.

Read Aloud

In Pre-k: Children listen to stories every day. They ask questions, learn new words, and discuss different parts of books. During this time, children develop listening, reading, writing, speaking, and critical thinking skills. They get excited to hear what will happen next and what they will learn each time the teacher turns the page.

At Home: Read different kinds of books with your child. Visit the library and take out storybooks and non-fiction books about animals, people, places, and things. Let your child take "picture walks" by telling you what the story is about by looking at the pictures. Ask questions about what may come next or why a person did something in the story.

Center/ Choice Time

In Pre-k: Children make decisions about where they will explore, discover, and learn each day. They learn independence by working by themselves or with other children during center/choice time activities. They read and write, build, cut, paint, and pretend. They practice planning, doing and reviewing what they did in centers. Building these skills is critical in a child's social-emotional development.

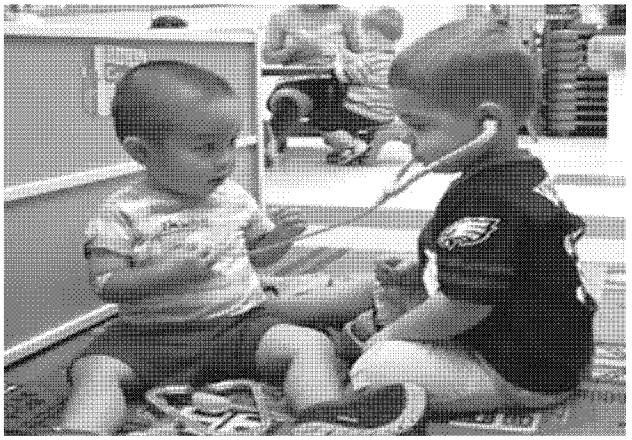
At Home: Allow your child to make decisions about what to wear to school, which game to play, or which color towel to use? Ask your child to make a plan (e.g. decide what equipment they will play on in the playground or which games they want to play with a friend) and execute it. Then, help them reflect on how it went by talking about it with them and asking them how they think their plans went.

Class Meeting

In Pre-k: Children come together and become a community of learners, explorers, and friends. They discuss the plan for the day. They build language skills by listening and responding to stories as well as singing songs and reciting nursery rhymes. They practice counting, look for patterns, and explore other math concepts.

OSSE

PARENT GUIDE TO COMMON CORE EARLY LEARNING STANDARDS



A Sample of What Your Child Will Be Working on in Pre-Kindergarten

- ✓ Participating in music, movement, and drama activities, responding to different forms of music, movement, and imaginary characters and scenarios
- ✓ Using instruments and voice to accompany or create music and drama
- ✓ Expressing ideas, feelings, and experiences through music, movement, and drama
- ✓ Participating in art activities, responding to different visual art forms
- ✓ Using a variety of materials to create products

At Home: Sing songs, share stories, and recite poems that you learned as a child. Tell stories about your family and what you did when you were young. Talk about the weather each day and why people wear different clothes depending on the weather.

Small Group

In Pre-k: Children spend focused time with the teacher and other students when they are in small groups. They develop new knowledge and practice what they learn with support from the teacher and other students.

At Home: Spend time with your child one-on-one when possible. Have conversations about what they learned at school. During bath time, talk about the day, favorite activities and friends.

Meal Time

In Pre-k: Children have a role in getting ready for meal time. Meals are often set up in family style so children can serve themselves and continue learning social skills as they engage in rich conversations during meals. Teachers often eat with children, modeling manners and conversation.

At Home: Develop routines for meal times. Let your child prepare for meal time by setting the table. Sit at the table and allow your child to serve him. Let him help with clean up by clearing the table, putting dishes in the sink or placing utensils in drawers.

National Research Council and Institute of Medicine.2000, From Neurons to Neighborhoods: The Science of Early Childhood Development. Washington, D.C.: National Academy Press.

Social-Emotional Development

- ✓ Expressing experiences, ideas, and feelings through visual arts

The social emotional development standard is about how children learn about themselves, their families, their communities, roles people play, culture, past and current events. Young children's Social–Emotional Development is at the core of their learning because it affects all other areas of development. Children need to learn how to express Emotions and Behaviors in socially acceptable ways. As they recognize and label feelings and practice developing rules and following limits and expectations with the help of supportive adults, they gain invaluable practice that will help them in school and in life.

A Sample of What Your Child Will Be Working on in Pre-Kindergarten

- ✓ Using socially acceptable ways of expressing thoughts and emotions
- ✓ meeting own needs
- ✓ Recognizing and labeling the basic feelings of others
- ✓ Following limits and expectations
- ✓ Engaging in positive interactions with adults to share ideas and plan activities
- ✓ Sustaining play with a few other children (designating roles during play)
- ✓ Resolving social conflicts

OSSE

PARENT GUIDE TO COMMON CORE EARLY LEARNING STANDARDS

Physical Development/Health and Safety

The Physical Development/ Health and Safety standard is about Children's physical health and ability to engage in daily activities. As the focus in school becomes more and more academic, it is important to remember that competence in physical development and coordination is important to the development of the whole child. Children who feel good about themselves physically are often more successful in their work in school. Health and Safety includes learning about rules, self-help skills, and nutrition.

A Sample of What Your Child Will Be Working on in Pre-Kindergarten

- ✓ Developing locomotor skills by running smoothly
- ✓ Balancing skills by hopping and jumping in place
- ✓ Ball-handling skills, using a full range of motion
- ✓ Using precise hand, finger, and wrist movements to grasp, release, and manipulate small objects
- ✓ Using writing and drawing tools to perform particular tasks
- ✓ Describing basic health and safety rules and follows them
- ✓ Performing self-help tasks with minimal assistance
- ✓ understanding that foods have different nutritional values

Web sites with information and free literacy activities

Education Place

www.eduplace.com

PBS Teacher Source and PBS Kids

www.pbs.org

Reading Is Fundamental (RIF) Reading Planet

www.rifreadingplanet.org/rif/

U.S. Department of Education, Office of Educational Research and Improvement

www.ed.gov/pubs/parents

Learning Disabilities Online

www.ldonline.org

Reading Adventure o

www.bookadventure.com/

Get Ready To Read

www.getreadytoread.org/

Print and Learn for Kids

www.brobstsystems.com/kids/

Help your child at Home

Learning doesn't end in the classroom. Children need help and support at home to succeed in their studies. Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate on reading, writing, and math uninterrupted by friends, brothers or sisters or other distractions. You should also try and sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. By taking these small steps, you will be helping your child become successful both in and outside the classroom.

English Language Art and Literacy

- ✓ Set a special time to read to and talk with your child every day, such as right after dinner, or when she is getting ready to go to sleep. Read anytime and talk about the characters, ideas, and events in the story.
- ✓ Encourage your child to tell you about his or his day at school.
- ✓ Have your child explain what he/ she sees in the illustrations of a book that you are reading together
- ✓ To help your child recognize his/ her name, write it on a sign that you attach to his bedroom door.
- ✓ Let your child write his/ her own name on letters or cards you send to friends or relatives.
- ✓ Encourage your child to tell you his/her ideas, and then write them down for him/her. Or have him/her put the ideas on paper in the form of pictures, which you can then label for him/her to send to relatives. Ask your child to dictate a thank you letter or an invitation to a relative or friend.
- ✓ Keep papers, markers, or crayons around the house for your child to write letters or words or draw a picture about his or her day. Have your child describe the picture to you.
- ✓ Play word games like Spy, sing songs like itsy Bits spider and make silly rhymes together.

Mathematics

- ✓ Point out how food in the store is organized: cereal in this aisle, canned fruits in this aisle, paper goods over here, and so on.
- ✓ Draw his attention to the patterns around the edge of a rug or arrange buttons, crayons, or game pieces into different patterns and see if your child can continue the patterns.
- ✓ Count together how many stop signs, traffic lights, or gas stations there are between where you live and the grocery

store. Find counting books in the library, and as you read them, count the objects in the pictures together.

- ✓ Look for "word problems" in a real life. Some preschool examples might include: Play "write the next number" you write a number, and your child writes the next number

Scientific Inquiry

- ✓ Go to the library and borrow books about butterflies and cocoons, dinosaurs, birds, animals that interest both you and your child. Talk about the way animals grow, where they live, how they change, and so on.
- ✓ Listen carefully when your child asks "why" questions and plan ways to involve her in finding answers, such as asking an expert, looking in a book, or observing together to gather evidence.
- ✓ Let your child collect different things such as shells, rocks, leaves and sort the objects. Talk about how objects are the same and different.
- ✓ Talk about what things may be living and which are non- living. Keep a journal where you write down some of the things you observe.

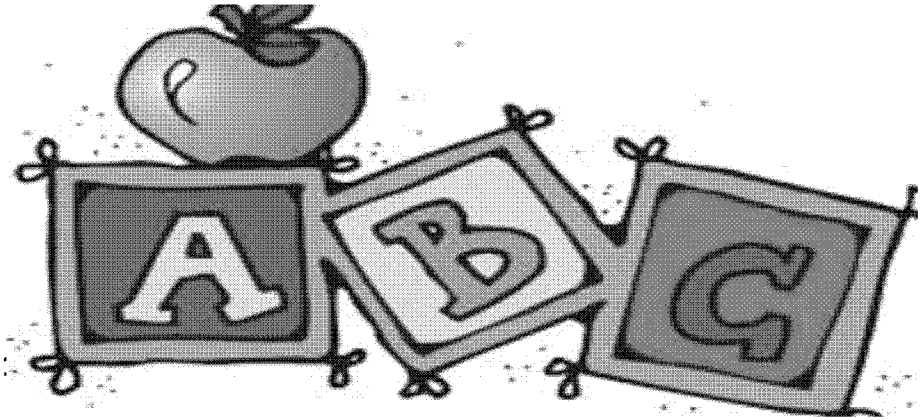
The Arts

- ✓ Teach your child some songs you sang at school or camp.
- ✓ Express interest in the work your child does and the art objects she makes.
- ✓ Let your child create art with a variety of tools such as crayons, brushes, paint, sticks, Q-tips, etc.
- ✓ Let your child listen to music, sing songs, perform finger plays, and play various musical instruments.

- ✓ Ask your child questions that require counting as many as 20 things. For example ask, how many books do you have about wild animals?
- ✓ Ask your child questions that require comparing number. "Who is wearing more bracelets, you or your sister?" (your child may use matching or counting to find answer

Social Studies

- ✓ Help your child develop a basic awareness of himself as an individual, as a member of a family and as a member of the community.
- ✓ Share stories with your child about when he was a baby and how he has grown. Talk about community workers and describe what they do.
- ✓ Discuss the similarities and differences in your ages, sizes, hair and eye color, and talents (for example: ability to sing, draw, garden, do plumbing, work on cars or motorcycles, and so on).
- ✓ As you and your child go through the day, talk about all the people you see doing jobs that help others.



OSSE

PARENT GUIDE TO COMMON CORE EARLY LEARNING STANDARDS

Physical Development/Health and Safety

- ✓ Provide outdoor time in your yard or the park at least several times week.
- ✓ Get those little fingers busy by letting your child help with food preparation by washing vegetables, mixing cake batter, drying utensils.
- ✓ Help your child strengthen large muscles by walking up stairs, climbing a ladder at the playground, running, jumping and dancing.
- ✓ Help your child strengthen small muscles by squeezing and twisting play dough, cutting with child safety scissors, coloring and painting.

Approaches to Learning/Logic and Reasoning

- ✓ Take your child to places that encourage active exploration, such as children's museums. Allow plenty of time for exploring and solving problems.
- ✓ Talk to your child throughout the day about her experiences and allow her to share her reflections with you. Help your child make connections between experiences.

Social-Emotional Development

- ✓ Set up daily routines for waking, cleaning, eating, playing, reading, working, napping and bed time.
- ✓ Teach your child coping skills and strategies to calm down by breathing, thinking, singing, and relaxing or walking away.
- ✓ Allow time for your child to dress herself in the morning and ask her to help pick out school clothes the night before.
- ✓ Establish routines for going to bed, getting ready to ride in the car, going to school or child care, saying goodbye, and so on. Rituals help young children feel safe and in control.

List of books for Pre-school

kids Hearne, B. (1990). Choosing Books for Children: A common sense guide.

Hunt, G. (1989). Honey For a Child's Heart: The imaginative use of books in family life.

Hydrick, J. (1996). Parent's Guide to Literacy for the 21st Century.

Kimmel, M.M., & Segel, E. (1983). For Reading Out Loud! A guide to sharing books with children.

Kropp, P. (1993, 1996). Raising a Reader: Make your child a reader for life.

Doubleday. Lamme, L.L. (1995). Growing Up Reading: Sharing with your children the joys of reading.

O'Connor, K. (1995). How to Hook Your Kids on Books: Create a love for reading that will last a lifetime.

Trelease, J. (1995). The Read Aloud Handbook.

Calkins, L.M. (1997). Raising Lifelong Learners

Copperman, P. (1986). Taking Books to Heart: How to develop a love of reading in your child.

Cullinan, B.E. (1992). Read To Me: Raising kids who love to read.

Freeman, J. (1995). More Books Kids Will Sit Still For: A read aloud guide.

Gross, J. (1986). Make Your Child a Lifelong Reader: A parent-guided program for children of all ages who can't, won't or haven't yet started to read.

Acronym	Full Name
AA	Associate of Arts
ACEDS	Automated Client Eligibility Determination System
ACF	Administration for Children and Families
ACS	American Community Survey
ASQ	Ages and Stages Questionnaire
BA	Bachelor of Arts
CACFP	Child and Adult Care Food Program
CBO	Community Based Organization
CCDF	Child Care and Development Fund
CCSS	Common Core State Standards
CDA	Child Development Associate
CDHP	Child Development Home Provider
CEDS	Common Education Data Standards
CES	Common Essential Standards

DISTRICT OF COLUMBIA REGISTER VOL. 5 4 - N O . 1 7 APRIL 27, 2007

338 CONTINUING EDUCATION REQUIREMENTS FOR STAFF IN CENTERS

338.1 Each paid employee of a Child Development Center serving infants, toddlers, and/or preschoolers whose duties and/or responsibilities include the care of enrolled children shall participate in at least eighteen (18) hours of training annually in the fields of child and youth development and/or early childhood education.

338.2 The required annual training shall include the following subject areas:

(a) Child health, including standard health care precautions, and communicable diseases and appropriate responsive action thereto;

(b) Child abuse and neglect prevention, detection and reporting, including mandatory reporting requirements;

(c) Developmentally appropriate programming for infants, toddlers, preschool and/or school-age children, as applicable;

(d) Permissible and developmentally appropriate methods of child discipline;

(e) Inclusion of children with special needs, including the Americans with Disabilities Act; and

(f) Precautions against Sudden Infant Death Syndrome; and

(g) Any other area as determined by the Director.

338.3 Acceptable subject areas for continuing education and training, as required by this section, include the following:

(a) Any area listed in subsection 332.3 of this Chapter;

(b) Child abuse and neglect recognition, prevention, and mandatory reporting;

(c) First aid and CPR for children;

(d) Prevention, recognition, and management of communicable diseases;

(e) Medication administration;

(f) Use of physical space and play equipment;

(g) Communication and collaboration with parents and families;

(h) Community health and social services resources for children and families;

(i) Planning programs and activities for children and families;

(j) Enhancing self-control and self-esteem in children;

(k) Developmentally appropriate discipline methods and techniques for infants, toddlers, and/or children; and

(l) Any other area as determined by the Director.

338.4 In-service training that meets the requirements of this Chapter may occur in

a variety of settings, including, but not limited to: seminars; courses held by colleges, universities or technical schools; workshops, conferences, and association meetings; and accredited distance education, including training via the Internet.

338.5 Each Facility shall obtain and maintain adequate documentation of each staff member's participation in continuing education. Acceptable documentation shall include one or more of the following:

(a) Transcript from an accredited college, university or technical

school;

(b) Certification of participation from a training source approved by the Distance Education Training Council;

(c) Written documentation verifying completion of training in First Aid for children, CPR for children, and/or common childhood illnesses, from acceptable sponsoring entities, including the American Red Cross, the American Heart Association, the National Safety Council, and other similarly recognized and accredited organizations; and

(d) A signed and dated statement from the trainer, on a form approved by the Director, verifying the staff member's participation in a training program conducted by a trainer licensed, certified, or otherwise approved by the District of Columbia government.

338.6 Each volunteer serving a Child Development Center shall participate, at least annually, in a training seminar, which shall include a review

of the subject areas listed in subsection 338.2.

DC Medicaid HealthCheck Periodicity Schedule

Based on Recommendations from Preventive Pediatric Health Care
from Bright Futures/American Academy of Pediatrics

The DC HealthCheck Periodicity Schedule follows the American Academy of Pediatrics (AAP) health recommendations in consultation with the local medical community. The recommendations are for the care of children who have no manifestation of any important health problems. Additional visits or interperiodic screens may become necessary if circumstances suggest the need for more screens, i.e., medical conditions, referral by parent, Head Start, DC Public Schools, early intervention services and programs. If a child comes under care for the first time at any point on the schedule, or if any items are not done at the suggested age, the schedule should then be brought up to date as soon as possible.

	INFANCY								EARLY CHILDHOOD							MIDDLE CHILDHOOD						ADOLSECENCE										
AGE[1]	PRENATAL[2]	NEWBORN[3]	3-5 d[4]	By 1 mo	2 mo	4 mo	6 mo	9 mo	12 mo	15 mo	18 mo	24 mo	30 mo	3 y	4 y	5 y	6 y	7 y	8 y	9 y	10 y	11 y	12 y	13 y	14 y	15 y	16 y	17 y	18 y	19 y	20 y	21 y
HISTORY Initial/Interval	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
MEASUREMENTS																																	
Length/Height and Weight		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Head Circumference		•	•	•	•	•	•	•	•	•	•	•																					
Weight for Length		•	•	•	•	•	•	•	•	•	•																						
Body Mass Index												•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Blood Pressure[5]		★	★	★	★	★	★	★	★	★	★	★	★	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SENSORY SCREENING																																	
Vision		★	★	★	★	★	★	★	★	★	★	★	★	•[6]	•	•	•	★	•	★	•	★	•	★	★	•	★	★	•	★	★	★
Hearing		•[7]	★	★	★	★	★	★	★	★	★	★	★	★	•	•	•	★	•	★	•	★	★	★	★	★	★	★	★	★	★	★	★
DEVELOPMENTAL/BEHAVIORAL ASSESSMENT																																	
Developmental Screening[8]								•			•		•																				
Autism Screening[9]											•	•																					
Developmental Surveillance[8]		•	•	•	•	•	•		•	•		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Psychosocial/Behavioral Assessment		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Alcohol and Drug Use Assessment																						★	★	★	★	★	★	★	★	★	★	★	★
PHYSICAL EXAMINATION[10]		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
PROCEDURES[11]																																	
Newborn Metabolic/Hemoglobin Screening[12]		◄	—	•	—	►																											
Immunization[13]		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Hematocrit or Hemoglobin[14]						★			•		★	★		★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Lead Screening[15]							★	★	•or★[16]		★	•or★[16]		★	★	★	★																
Tuberculin Test[17]				★			★		★		★	★		★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Dyslipidemia Screening[18]												★			★		★		★		★	★	★	★	★	★	★	★	◄	—	•	—	►
STI Screening[19]																						★	★	★	★	★	★	★	★	★	★	★	★
Cervical Dysplasia Screening[20]																						★	★	★	★	★	★	★	★	★	★	★	★
ORAL HEALTH[21]							★	•	•[21]	•[21]	•[21]	•[21]	•[21]	•[22]	•[22]	•[22]	•[22]																
ANTICIPATORY GUIDANCE[23]	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Key

• = to be performed
★ = risk assessment to be performed, with appropriate action to follow, if positive
◄—•—► = range during which a service may be provided, with the symbol indicating the preferred age

Attachment 123: DC Medicaid HealthCheck Periodicity Table

NOTES

1. If a child comes under care for the first time at any point on the schedule, or if any items are not accomplished at the suggested age, the schedule should be brought up to date at the earliest possible time.
2. A prenatal visit is recommended for parents who are at high risk, for first-time parents, and for those who request a conference. The prenatal visit should include anticipatory guidance, pertinent medical history, and a discussion of benefits of breastfeeding and planned method of feeding per AAP statement "The Prenatal Visit" (2001). http://aappolicy.aappublications.org/cgi/content/full/pediatrics;107/6/1456
3. Every infant should have a newborn evaluation after birth, breastfeeding encouraged, and instruction and support offered.
4. Every infant should have an evaluation within 3 to 5 days of birth and within 48 to 72 hours after discharge from the hospital, to include evaluation for feeding and jaundice. Breastfeeding infants should receive formal breastfeeding evaluation, encouragement, and instruction as recommended in AAP statement "Breastfeeding and the Use of Human Milk" (2005) http://aappolicy.aappublications.org/cgi/content/full/pediatrics;115/2/496. For newborns discharged in less than 48 hours after delivery, the infant must be examined within 48 hours of discharge per AAP statement "Hospital Stay for Healthy Term Newborns" (2004) http://aappolicy.aappublications.org/cgi/content/full/pediatrics;113/5/1434.
5. Blood pressure measurement in infants and children with specific risk conditions should be performed at visits before age 3 years.
6. If the patient is uncooperative, rescreen within 6 months per the AAP statement "Eye Examination in Infants, Children, and Young Adults by Pediatricians" (2007) http://aappolicy.aappublications.org/cgi/content/full/pediatrics;111/4/902.
7. All newborns should be screened per AAP statement "Year 2000 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs" (2000) http://aappolicy.aappublications.org/cgi/content/full/pediatrics;106/4/798. Joint Committee on Infant Hearing. Year 2007 position statement: principles and guidelines for early hearing detection and intervention programs. *Pediatrics.* 2007; 120:898-921.
8. AAP Council on Children With Disabilities, AAP Section on Developmental Behavioral Pediatrics, AAP Bright Futures Steering Committee, AAP Medical Home Initiatives for Children With Special Needs Project Advisory Committee. Identifying infants and young children with developmental disorders in the medical home: an algorithm for developmental surveillance and screening. *Pediatrics.* 2006;118:405-420 http://aappolicy.aappublications.org/cgi/content/full/pediatrics;118/1/405.
9. Gupta VB, Hyman SL, Johnson CP, et al. Identifying children with autism early? *Pediatrics.* 2007;119:152-153 http://pediatrics.aappublications.org/cgi/content/full/119/1/152.
10. At each visit, age-appropriate physical examination is essential, with infant totally unclothed, older child undressed and suitably draped.
11. These may be modified, depending on entry point into schedule and individual need.
12. Newborn metabolic and hemoglobinopathy screening should be done according to state law. Results should be reviewed at visits and appropriate retesting or referral done as needed.
13. Schedules per the Committee on Infectious Diseases, published annually in the January issues of *Pediatrics.* Every visit should be an opportunity to update and complete a child's immunizations.
14. See the AAP *Pediatric Nutrition Handbook,* 5th Edition (2003) for a discussion of universal and selective screening options. See also Recommendations to prevent and control iron deficiency in the United States. *MMWR.* 1998;47(RR-3):1-36.
15. For children at risk of lead exposure, consult the AAP statement "Lead Exposure in Children: Prevention, Detection, and Management" (2005) http://ssppolicy.aappublications.org/cgi/content/full/pediatrics;116/4/1036. Additionally, screening should be done in accordance with state law where applicable.
16. Perform risk assessments or screens as appropriate, based on universal screening requirements for patients with Medicaid or high prevalence areas.
17. Tuberculosis testing per recommendations of the Committee on Infectious Diseases, published in the current edition of *Red Book: Report of the Committee on Infectious Diseases.* Testing should be done on recognition of high-risk factors.
18. "Third Report on the National Cholesterol Education Program (NCEP) Expert Panel on Detection, Evaluation, and Treatment of High Blood Cholesterol in Adults (Adult Treatment Panel III) Final Report" (2002) http://circ.ahajournals.org/cgi/content/full/106/25/3143 and "The Expert Committee Recommendations on the Assessment, Prevention, and Treatment of Child and Adolescent Overweight and Obesity." Supplement to *Pediatrics.* (2007).
19. All sexually active patients should be screened for sexually transmitted infections (STIs).
20. All sexually active girls should have screening for cervical dysplasia as part of a pelvic examination beginning within 3 years of onset of sexual activity or age 21 (whichever comes first).
21. Oral Health Services by the primary care provider include oral health assessments and referral to a Dental Home. Oral Health Services are an integral component of preventive health visits for young children. An oral health assessment is a required component of a preventive health visit for children prior to the establishment of a Dental Home. Children should be referred to a Dental Home beginning within six (6) months of the eruption of the first tooth and should have an established Dental Home no later than age three years. A Dental Home is where all aspects of a child's oral health care is delivered in a comprehensive, continuously accessible, and coordinated way by a single practice. For assistance in locating a dentist or scheduling a dental appointment, refer caregivers to the DC Dental HelpLine at 1-866-758-6807.
22. At the visits for 3 years through 6 years of age, it should be determined whether the patient has a dental home. If the patient does not have a dental home, a referral should be made to one. If the primary water source is deficient in fluoride, consider oral fluoride supplementation.
23. Refer to the specific guidance by age as listed in Bright Futures Guidelines. (Hagan JF, Shaw JS, Duncan PM, eds. *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents.* 3rd ed. Elk Grove Village, IL: American Academy of Pediatrics; 2008).

For additional resources, including provider training that fulfills obligations for all DC Managed Care Organizations, please see the HealthCheck Provider Education System at http://www.dchealthcheck.net.

FirstSchool : The Snapshot Professional Learning System

Years of work in schools and districts have made it clear that they possess a number of common needs for: 1) data that provide an effective lens through which to view practice, drive a professional development agenda, and guide and monitor change and progress; 2) a mindset of continuous improvement and a district and school culture of collaborative inquiry that support the development of professionals; and 3) leaders and teachers who are well versed in the research, data, and practices that support the growth and development of young children. These features comprise the Snapshot Professional Learning System.

1. **Data that provide an effective lens through which to view practice, drive a professional development agenda, and guide and monitor change and progress**

The FirstSchool Snapshot is adapted from previous instruments used in the National Center for Early Development and Learning (NCEDL) Multi-State Study of Pre-Kindergarten and the State-Wide Early Education Programs Study (SWEEP) (Early, Barbarin, Bryant, Burchinal, Chang, Clifford, Crawford, Weaver, Howes, Ritchie, Kraft-Sayre, Pianta, & Barnett, 2005). Over the past five years, a number of districts in North Carolina and Michigan used Title I, Title II, Race to the Top-Early Learning Challenge funds, and grants from private foundations to use the FirstSchool Snapshot within or throughout their districts as a professional learning tool. The Snapshot is a true fit for the policy context of the Common Core State Standards (CCSS), and school transformation and reform, especially focused on vulnerable populations and effective teaching practices. During this time when states are struggling to examine their implementation of the Common Core, the Snapshot provides a unique window into how well teachers are implementing specific aspects of the Common Core State Standards. Current assessments work to measure content, but not the processes inherent to successful students. CCSS emphasizes collaboration, analysis, synthesis, voice, and integration – all processes that the Snapshot captures in multiple ways.

The current iteration of the Snapshot (Ritchie, Weiser, Mason, Holland & Howes, 2010) refines these earlier versions to provide a more complex, in depth tool designed to look at time distribution in the classroom across activity settings, learning content, and teaching approaches. Its unique contributions are in capturing a) a developmental perspective across the PreK-3rd grade span, b) teachers approaches to engaging children in learning across a variety of activities and content areas, c) student engagement in content, and d) children's engagement with each other in the academic setting.

This information allows teachers not only to see objectively how much time is spent on various tasks and activities but also how they teach these subjects. By crossing the codes on the measure, teachers may see whether they are more likely to engage in didactic instruction

during math or literacy, whether they are instructing science in small groups to the extent that they want, or whether children are engaged in collaborative conversations as part of their project work during a social studies unit. The ability to combine various codes allows an exceptionally nuanced view of how instruction occurs in a classroom. Therefore, information gathered using Snapshot to capture a full day of teaching and learning is quite rich and provides a detailed picture of children's experiences in the classroom previously unavailable to teachers.

Teachers and school administrators have found this Snapshot data informative and helpful as they seek to improve instruction. PreK-3rd grade teachers in 11 districts in North Carolina and Michigan have participated in projects where the Snapshot Data and Professional Learning System have guided the work. The data have been the catalyst for discussion across multiple realms. For example, students in these PreK through 3rd grade classrooms spend more than a third of their day (about two hours) in a whole group setting wherein all students engaged in the same activity. On the other hand, students spend fairly little time (~5% of the day, or about 20 min.) in small groups working with an adult or working with peers on activities selected by the teacher. Transitions (e.g., moving through the halls or waiting for the next activity to begin) often take close to 25% of the day (about 100 min.), significantly detracting from the amount of time spent on instruction. Children were only engaged in gross motor activities for about 4% of the day (about 16 min.) and engaged in meaningful dialogue with teachers for just 6% of the time (about 24 min.). Seeing this kind of information for their own classroom, their grade-level, or their school prompts reflection and group conversations about how time might be better used to support children's success.

As teachers make changes either to intentionally decrease or increase time spent on certain activities, the impact was dramatic. We saw that very small changes could make a big difference in instructional time over the course of a school year:

- *3% = 12 minutes/day, 60 minutes/week, 2700 minutes/year = 12 days = 2+ weeks more of instructional time*
- *5% = 20 minutes/day, 100 minutes/week, 4500 minutes per year = 20 more days/year = 4 weeks more time*
- *10% = 40 minutes/day, 200 minutes/week, 9000 minutes per year = 40 more days/year = 8 weeks more time*

The WK Kellogg Foundation funded the implementation of FirstSchool at four schools in North Carolina and three schools in Michigan. In addition to providing coaching and professional

development for teachers and leaders, we collected Snapshot data at two timepoints. In the four North Carolina schools, these two time points were Spring 2010 and Fall of 2012. In the three Michigan schools, they were Spring 2011 and Fall 2012. Some of the highlights of the preliminary analyses of changes in how time is spent in the FirstSchool classrooms appear below.

- Perhaps the most meaningful change is that we saw a dramatic increase in the percent of time children are receiving instruction from an adult. Across the seven schools, at timepoint 1, children were interacting with a teacher 50% of the time; at timepoint 2, that had gone up to 70%. Of course, children are often learning even when they are not receiving instruction from an adult, but FirstSchool believes that increasing instruction from adults will result both in increased learning and improved relationships with adults. Assuming 180 days per year, this 20 percentage point increase works out to 36 additional school days of instruction across the school year.
- Across the seven schools, the amount of time students spent in transitions (e.g., waiting in line) decreased from 22% to 18%, on average. Whereas this might sound like a small change, it works out to over seven additional days of available time, leaving that time for learning and instruction.
- Additionally, the transition time was being used better. At Timepoint 1, when children were in transitions, 85% of the time they were not engaged in another activity (such as counting, playing word games, etc.). That number dropped to 82% at Timepoint 2.
- Although there was no change in the amount of time students spent in literacy activities overall (42% at both timepoints) there were some meaningful changes in the types of literacy activities in which children spent time. For instance, vocabulary development went from 4% to 6% (3.6 days across the year) and use of strategies that are especially important for dual-language learners (e.g., presenting pictures with new vocabulary) went from less than 1% to 7% (over 10 days across the school year).
- There was an overall increase in the amount of time in the day spent in math -- from 21% to 25% -- which works out to over 7 days across the year.

Data is collected during naturalistic observation over the course of a full school or program day. Observers must be trained and certified by the authors. Children, randomly selected, are observed in succession. Each observation segment consists of a 30 second observation period followed by a 30 second coding period. The first child is observed and coded, then the second, third etc. Once all selected children have been observed and coded, the observer starts over again with the first child. The measures adheres to strict standards of reliability. To use the measure for observation, data collection, classroom assessment and/ or professional development, the observer must first establish reliability with the gold standard trainers, and complete drift testing standards.

2. **A mindset of continuous improvement and a district and school culture of collaborative inquiry that support the development of professionals**

Educators with a mindset of continuous improvement approach pedagogy with the belief that it is not perfect and could be improved. This mindset allows educators to view data as something valuable that can be effectively used by teachers to guide and tailor instruction to fit the needs of their students – not just their academic needs, but their social and emotional needs as well. One important aspect of changing the mindset involves presenting data that actually promotes reflection on themselves as teachers, not just on the students as learners. The FirstSchool Snapshot measure produces unique data that is different than anything they have ever previously encountered, and provides teachers with an in-depth view of their actual instructional practices and the student experiences that resulted from the instructional decisions they make. It enables them to determine if they were measuring up to their own standards of what effective teaching looks like as well as whether or not they are being the kind of teachers their students needed them to be. Doing so empowers them to make changes because, as professionals, they want to initiate improvement rather than being mandated or dictated to change.

Developing and fostering a culture of collaborative inquiry within a school, a district or across a region or a state is an integral aspect of professional reflection and continuous improvement. When educators are provided data in an environment that promotes inquiry rather than evaluation, they feel comfortable in asking questions of themselves and engaging in important dialog with one another. For some years now, collaborative inquiry has been recognized as a successful form of professional development. However, most teachers do not work in environments that promote in-depth discussions about instructional decisions and the impact they have on the children they serve. School cultures must be intentionally nurtured so teachers have opportunities to learn about important findings from educational research, support to apply them to practice, and data to monitor progress.

Vygotsky's (1986) work on interactive learning holds true for teachers as they take on the role of learners. Rather than counting on teachers to engage only in self-directed processes, collaborative inquiry enables teachers to learn in an interactive context, provide support for others' learning, and receive support for their own inquiry processes. As professionals representing multiple perspectives come to the table with a mutual desire to effect positive changes for young children, they broaden the view, provide expertise and act as "critical friends," taking ownership of their practices while aiding one another through the provision of honest feedback (Lord, 1994).

3. **Leaders and teachers who are well versed in the research, data, and practices that support the growth and development of young children.**

Increased monitoring of the connection between teaching strategies and learning goals has led to the narrowing of what it means to be successful in school, as both an instructor and a student. Meeting grade-level benchmarks and producing adequate assessment results have come to define the tasks of teaching in ways that overshadow other valuable objectives such as incorporating students' home lives and cultural backgrounds into curriculum, developing their social and conversational abilities, making instruction more engaging and relevant, and building strong and supportive relationships. Under these circumstances, curriculum and instruction that attends to the whole child – or at the very least, incorporates subjects beyond tested areas of math and literacy – is not a priority and thus has to be gleaned, designed and/or modified from the basic standards by an especially motivated and confident teacher.

The Common Core has the potential to improve instructional focus if utilized by PreK-3 teachers and grade-level teams to understand how to connect principles of higher order thinking, collaboration, discussion, and oral language development with standards for instruction and content delivery. Already, planning teams of teachers across the country are working with these standards as a guideline they can customize, rather than adhere to strictly. In the process of interpreting Common Core on behalf of their children, teachers and leaders must be able to articulate their knowledge of developmental science, including the role of play, self-regulation, exploration, and socialization in achieving academic objectives. Otherwise, that expertise will become undervalued and underutilized, ultimately preventing teachers from broadening their instructional and interactional repertoires in order to optimize student success.

The FirstSchool Snapshot Professional Learning System includes a framework of ten research-based instructional practices designed to foster classroom cultures of **caring**, **competence**, and **excellence.** A culture of caring needs to be in place before substantive learning can occur. It is foundational to children's success as it ensures that they feel safe, valued, and accepted by adults and classmates. A culture of competence ensures each child is a productive, successful, and contributing member of the classroom team, and a culture of excellence enables each learner to excel beyond minimal competencies. Within each of these cultures are three or four instructional strategies that have been identified as highly beneficial for African American, Latino, and low-income children in PreK-3 environments. Although these practices are ones that will benefit *all* children, their absence is particularly detrimental to minority and poor children. FirstSchool views these instructional strategies as a complete package and believes that focusing on all ten is what will ensure academic and social-emotional success for each child. While incorporating a few of these is better than none, high quality classrooms intentionally maintain all of these practices at the heart of their instruction.

As instructional leaders, principals, along with curriculum specialists and central office personnel, must develop and nurture a school and district culture in which these important instructional practices can thrive. Creating an enriched environment for all students involves multiple tasks; FirstSchool recommends four that are essential to the process. First and foremost, leaders must develop a parallel process in which they create for the adults what they want adults to create for their students. Everyone in the school environment should be viewed as a learner for whom the cultures of caring, competence, and excellence are developed and nurtured. Second, leaders need to adopt curricula that focus on depth as well as breadth and emphasize the CCSS goals of developing the abilities of students to clearly express their thoughts, feelings and ideas, to reason abstractly and quantitatively, and to construct viable arguments and critique reasoning. In so doing, leaders remove much of the pressure that forces teachers to deliver only didactic instruction. Third, teachers benefit from seeing effective practice in action. Leaders can support this by identifying teachers who are comfortable utilizing quality pedagogical approaches and making arrangements for other teachers to systematically visit and observe in these classrooms. Finally, leaders should put in place data systems that enable teachers to critically examine their own practices. The FirstSchool Snapshot provides rigorous data that illuminates these practices. By facilitating an environment in which teachers are comfortable moving away from pedagogy that relies solely on didactic instruction, providing educators with models on which to base changes in their practice, and giving them the tools with which to track their progress, leaders can have a profound impact on the prevailing culture of pedagogy in schools.

Goals

The goal of this partnership is to build a cadre of PreK – Grade 3 experts who:

* are knowledgeable about effective teaching practices aligned with state standards and targeted to support young learners and close the achievement gaps for struggling populations.

* are well-versed in research on developmental science, protective factors, brain research, and educational research, especially as it pertains to high needs children.

* can successfully coach teachers and leaders who support PreK -grade 3 learners using the Snapshot Professional Learning System.

In order to meet this goal:

- FirstSchool personnel will partner with state and district leaders through yearly week-long institutes and cross-state collaborations to develop nuanced

understandings of the Snapshot Professional Learning System may be used to provide teachers with feedback on their pedagogy, gain insights into how CCSS play out in daily classroom practice, and how to use the Snapshot to drive continuous improvement efforts in schools, particularly those who are struggling to meet the needs of specialized populations. Additionally, these institutes will serve to link extant research to practice, providing state and district personnel with a broader understanding of what constitutes best practices in PreK-3 classrooms.

- Using the Snapshot, state and district data collectors will collect data annually on how children spend their days in school across the PreK – 3rd grade span in select classrooms throughout the state. FirstSchool personnel will build state and district capacity to promote teachers' effective use of CCSS and state early learning and K-3 standards in PreK – 3rd Grade classrooms through a data-driven, continuous improvement approach. FirstSchool personnel will teach state and district personnel how to share these data with teachers for the purpose of driving change and tracking improvements. In order to accomplish this, FirstSchool personnel will prepare district and state staff to collect data reliably and deliver feedback to teachers. Ongoing bi-monthly coaching will be provided throughout the grant in order to help state and district personnel solve problems, work through issues, and use their Snapshot data as efficiently as possible.

Three or Four data collection periods: fall 2014, fall 2015, fall 2016, fall 2017

FirstSchool commitment:

- Train data collectors to collect Snapshot data reliably
- Provide iPads that are set up for secure collection and transmission of Snapshot data
- After each round of data collection, create a dataset and provide a standard set of graphs summarizing data for the district/state, school, grade levels, and individual teachers.
- Facilitate week-long summer institutes
- Provide bi-monthly coaching
- Facilitate cross-state collaboration meetings

State commitment:

- Designate state and district leaders to participate in institutes and cross-state collaboration and provide coaching for teachers
- Provide meeting space and food for institutes, training, and meetings in your state
- Pay for staff travel to institutes and cross-state collaboration meetings
- Identify PreK-3rd grade classrooms for Snapshot data collection[1]
- Identify data collectors to receive training and collect data
- Pay data collector costs
- Designate staff to supervise data collection
- Include in the overall evaluation of the project

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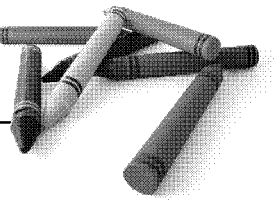
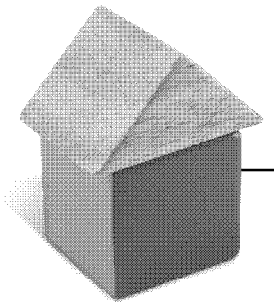


Alignment of

The Creative Curriculum® *for* Family Child Care



WITH

District of Columbia Early Learning Standards

Alignment of *The Creative Curriculum® for Family Child Care*
With
District of Columbia Early Learning Standards

This document aligns the standards and performance indicators in the *District of Columbia Early Learning Standards* for infants, toddlers, and prekindergarten with *The Creative Curriculum® for Family Child Care* objectives for development and learning. *The Creative Curriculum® for Family Child Care* is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

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District of Columbia Early Learning Standards for Infants and Toddlers	How *The Creative Curriculum® for Family Child Care* meets *District of Columbia Early Learning Standards for Infants and Toddlers*
Social and Emotional Domain (SED)	
Standard 1: Trusts and interacts comfortably with familiar adults.	
Birth-12 Months	
SED.1.1 Distinguishes familiar adult from a stranger and seeks to remain close to familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
12-24 Months	
SED.1.2 Seeks familiar adult as a secure base in new situations.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
24-36 Months	
SED.1.3 Relies less on immediate connection with familiar adult and engages with a wider range of people and situations.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Standard 2: Shows increasing ability to regulate own behavior.	
Birth-12 Months	
SED.2.1 Develops own patterns for eating, sleeping, etc. with support from adults.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
12-24 Months	
SED.2.2 Responds to and begins to follow simple requests.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person Regulates own emotions and behaviors Follows limits and expectations Accept redirection from adults

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24-36 Months	
SED.2.3 Understands what is expected of him or her but does not comply consistently.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Standard 3: Exhibits an emerging sense of competence and confidence in growing abilities.	
Birth-12 Months	
SED.3.1 Shows beginning awareness of own abilities.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
12-24 Months	
SED.3.2 Demonstrates confidence in own abilities.	Regulates own emotions and behaviors Takes care of own needs appropriately Beginning to demonstrate confidence in meeting own needs
24-36 Months	
SED.3.3 Begins to use verbal communication to describe abilities.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Standard 4: Manages a range of emotions.	
Birth-12 Months	
SED.4.1 Responds with basic emotions, such as distress and contentment.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate

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12-24 Months	
SED.4.2 Expresses a range of primary emotions, such as interest and disgust.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
24-36 Months	
SED.4.3 Begins to use language to express more complex emotions, such as shame and guilt.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
Standard 5: Begins to engage with others by using more complex social exchanges.	
Birth-12 Months	
SED.5.1 Observes and responds to people.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions

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12-24 Months	
SED.5.2 Intentionally engages briefly with other people.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend Participates cooperatively and constructively in group situations Balances needs and rights of self and others Responds appropriately to others' expressions of wants Participates cooperatively and constructively in group situations Solves social problems Expresses feelings during a conflict
24-36 Months	
SED.5.3 Participates in longer, more complex engagements with others.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups) Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems

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Standard 6: Demonstrates an awareness of self in relationship to others in care, family, community, and cultural groups.	
Birth-12 Months	
SED.6.1 Develops a sense of self as a person separate from others.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults Demonstrates knowledge about self
12-24 Months	
SED.6.2 Identifies other people in his or her immediate world and their roles.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self Establishes and sustains positive relationships Forms relationships with adults Uses trusted adults as a secure base from which to explore the world Demonstrates knowledge about self
24-36 Months	
SED.6.3 Focuses more attention on people outside his or her immediate world and their roles.	Shows basic understanding of people and how they live
Standard 7: Expresses needs and participates in self-care routines.	
Birth-12 Months	
SED.7.1 Demonstrates discomfort and begins to participate as an adult attends to his or her needs.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
12-24 Months	
SED.7.2 Expresses needs and engages in simple personal care tasks.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

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24-36 Months	
SED.7.3 Attempts to complete more complex personal care tasks without adult assistance.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Physical Domain (PD)	
Standard 8: Moves body with increasing purpose, focus, control, strength, coordination, balance, and skill.	
Birth-12 Months	
PD.8.1 Begins to move purposefully and with control.	Demonstrates traveling skills Moves to explore immediate environment Demonstrates balancing skills Balances while exploring immediate environment Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
12-24 Months	
PD.8.2 Gains control and balance as he or she coordinates movement from place to place.	Demonstrates traveling skills Experiments with different ways of moving Demonstrates balancing skills Experiments with different ways of balancing Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
24-36 Months	
PD.8.3 Attempts a variety of more complex large-muscle activities that involve coordinated leg an arm movements.	Demonstrates traveling skills Experiments with different ways of moving Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements

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Standard 9: Gains control of small muscles in hands.	
Birth-12 Months	
SED.9.1 Uses whole hand and then thumb and index finger to grasp objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
12-24 Months	
SED.9.2 Uses hands together and then separately.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
24-36 Months	
SED.9.3 Gains ability to coordinate the use of arms, hands, and fingers.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Cognitive Domain (CD)	
Standard 10: Remains focused on an object, person, or task.	
Birth-12 Months	
CD.10.1 Demonstrates awareness of happenings in his surroundings and begins to focus on them.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
12-24 Months	
CD.10.2 Focuses on an activity but is easily distracted.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions and comments
24-36 Months	
CD.10.3 Continues an activity despite distractions.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task especially when adults offer suggestions, questions, and comments

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Standard 11: Makes things happen and begins to understand the cause of some events.	
Birth-12 Months	
CD.11.1 Tries simple actions and discovers immediate results.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
12-24 Months	
CD.11.2 Begins to act purposefully to make things happen.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
24-36 Months	
CD.11.3 Thinks of ways to solves problems without having to try various solutions.	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Standard 12: Begins to group objects that have similar characteristics.	
Birth-12 Months	
CD.12.1 Explores objects and begins to notice similarities and differences.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
12-24 Months	
CD.12.2 Matches objects by similar characteristics.	Uses classification skills Matches similar objects

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24-36 Months	
CD.12.3 Groups objects with similar characteristics.	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Standard 13: Gains a basic understanding of how things move and fit in space.	
Birth-12 Months	
CD.13.1 Begins to learn properties of objects and spatial relations (e.g., near, far, big, little, etc.).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment Demonstrates knowledge of the physical properties of objects and materials
12-24 Months	
CD.13.2 Uses trial-and-error to discover how things fit and move in space.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful Compares and measures Makes simple comparisons between two objects
24-36 Months	
CD.13.3 Starts to predict and imagine how things fit and move in space.	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area or volume; knows events and a few ordinal numbers Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life Explore and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (*beside, between, next to*)

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Standard 14: Utilizes strategies for solving simple problems.	
Birth-12 Months	
CD.14.1 Demonstrates awareness of a problem.	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
12-24 Months	
CD.14.2 Tries to solve simple problems through trial and error.	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
24-36 Months	
CD.14.3 Develops and carries out simple plans for solving basic problems.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
Standard 15: Engages in imitation and various types of social play behavior.	
Birth-12 Months	
CD.15.1 Imitates and repeats simple actions.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
12-24 Months	
CD.15.2 Imitates after observing activity, often using materials.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props

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24-36 Months	
CD.15.3 Participates in pretend play with peers.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
Language Domain (LD)	
Standard 16: Understands verbal and nonverbal communication.	
Birth-12 Months	
CD.16.1 Shows an interest in speech, facial expressions, and simple gestures.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice
12-24 Months	
CD.16.2 Understands simple speech, including simple directions and questions.	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice

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24-36 Months	
CD.16.3 Understands more abstract and complex language.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences
Standard 17: Uses vocalizations, gestures, and eventually words for a variety of purposes.	
Birth-12 Months	
CD.17.1 Uses facial expressions, sounds, gestures, and body positions to communicate.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others

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12-24 Months	
CD.17.2 Produces single and multiword phrases.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences or phrases Uses language to express thoughts and needs Tells about another time or place Makes simple statements about recent events and familiar people and objects that are not present Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others Uses appropriate conversational and other communication skills Uses social rules of language Responds to speech by looking toward the speaker; watches for signs of being understood when communicating

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24-36 Months	
CD.17.3 Utilizes simple sentences and questions.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
Standard 18: Exhibits an interest in pictures, storytelling, and book reading.	
Birth-12 Months	
CD.18.1 Shows an interest in pictures, songs and simple books.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books

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12-24 Months	
CD.18.2 Recognizes that pictures have meaning and can tell a story.	Uses symbols and images to represent something not present Thinks symbolically Recognizes peoples, objects, and animals in pictures or photographs
24-36 Months	
CD.18.3 Demonstrates an interest in print and its purposes.	Uses symbols and images to represent something not present Thinks symbolically Recognizes peoples, objects, and animals in pictures or photographs Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
Standard 19: Shows an interest in drawing and writing.	
Birth-12 Months	
CD.19.1 Begins to develop the eye-hand coordination necessary for drawing and writing.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully

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12-24 Months	
CD.19.2 Shows interest in handling drawing and writing tools and scribbles spontaneously.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper Demonstrates emergent writing skills Writes name Scribbles or marks Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks
24-36 Months	
CD.19.3 Experiments with scribbling and begins to connect it with communication.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks Demonstrates emergent writing skills Writes name Controlled linear scribbles Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles

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District of Columbia Early Learning Standards for Pre-Kindergarten	How *The Creative Curriculum® for Family Child Care* meets *District of Columbia Early Learning Standards for Pre-Kindergarten*
Domain 1: Approaches to Learning (AL)	
Standard 1.0 Children exhibit curiosity, the ability to engage in and complete task, flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence.	
AL.1.1 Children demonstrate curiosity and a willingness to learn.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
AL.1.2 Children engage in and complete tasks.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
AL.1.3 Children demonstrate problem-solving skills.	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
AL.1.4 Children engage in purposeful play.	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

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AL.1.5 Children demonstrate self-direction and independence.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
AL.1.6 Children will follow directions and demonstrate interdependence.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences
Domain 2: Social and Emotional Development (SED)	
Standard 2.0: Children become confident and competent with a sense of self and can take responsibility for self and others.	
SED.2.1 Children demonstrate a strong, positive self-concept.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being Demonstrates knowledge about self
SED. 2.2 Children develop increasing capacity for self-control.	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

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SED.2.3 Children engage in positive interactions with others.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children Establishes and sustains positive relationships Makes friends Establishes a special friendship with one other child, but the friendship might only last a short while Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
SED.2.4 Children demonstrate resiliency skills.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
Domain 3: Language and Literacy (LL)	
Standard 3.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I-Listening and Speaking, II -Reading, and III-Writing.	
I. Listening and Speaking	
LL.3.I.1 Children comprehend oral directions and explanations.	Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences

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LL.3.I.2 Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness.	Demonstrates phonological awareness Notices and discriminates rhyme Decides whether two words rhyme Demonstrates phonological awareness Notices and discriminates alliteration Matches beginning sounds of some words Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words
LL.3.I.3 Children ask questions for a variety of purposes and answer questions of peers and adults.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
LL.3.I.4 Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details

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LL.3.**I**.5 Children participate in conversations.	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders
II. READING	
LL.3.**II**.1 Children understand and value books and other print materials.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
LL.3.**II**.2 Children demonstrate knowledge of and appreciation for books.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
LL.3.**II**.3 Children demonstrate understanding of print concepts.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
LL.3.**II**.4 Children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
LL.3.**II**.5 Children use emerging reading skills to make meaning from print.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

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LL.3.**II**.6 Children comprehend stories and other texts.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters
III. WRITING	
LL.3.**III**.1 Children understand the purposes of writing.	Demonstrates emergent writing skills Writes to convey meaning Letter strings
LL.3.**III**.2 Children use emergent writing skills to make letters and words in many settings and for many purposes.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds Demonstrates emergent writing skills Writes name Accurate name Demonstrates emergent writing skills Writes to convey meaning Letter strings

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Domain 4: Mathematical Thinking (MT)	
Standard 4.0: Children make sense of the world around them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability.	
NUMBER CONCEPTS	
MT.4.1 Children demonstrate a beginning understanding of number and operations and how they relate to one another.	Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many Uses number concepts and operations Connects numerals with their quantities Identifies numerals to *10* by name and connects each to counted objects
PATTERNS, FUNCTIONS, AND ALGEBRA	
MT.4.2 Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns.	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason Demonstrates knowledge of patterns Extends and creates simple repeating patterns
MEASUREMENT	
MT.4.3 Children use a variety of non-standard and standard tools to measure and use appropriate language terms to describe size, length, weight, and volume.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

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GEOMETRY AND SPATIAL SENSE	
MT.4.4 Children begin to demonstrate an understanding of shape, size, position, direction, and movement, and they describe and classify real objects by shape.	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
DATA ANALYSIS AND PROBABILITY	
MT.4.5 Children question, collect, organize, represent, interpret, and analyze data to answer questions.	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols
Domain 5: Scientific Inquiry (SI)	
Standard 5.0: Children learn science by exploring the world around them as they try out things to see how they work, experiment, manipulate objects, use their senses and scientific tools to observe, collect and interpret data, and draw conclusions.	
SCIENTIFIC INQUIRY	
SI.5.1 Children develop inquiry and process skills.	Uses scientific inquiry skills
PHYSICAL SCIENCE	
SI.5.2 Children develop an understanding of the physical properties and uses of materials and objects.	Demonstrates knowledge of the physical properties of objects and materials
LIFE SCIENCE	
SI.5.3 Children will develop an understanding of living things (plants and animals) and what they need to survive.	Demonstrates knowledge of the characteristics of living things
EARTH SCIENCE	
SI.5.4 Children develop an understanding of the Earth and the natural environment.	Demonstrates knowledge of Earth's environment

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Domain 6: Social Studies (SS)	
Standard 6.0: Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.	
SS.6.1 Children demonstrate a sense of self within the context of family.	Demonstrates knowledge about self
SS.6.2 Children demonstrate an understanding of self within the context of community.	Shows basic understanding of people and how they live
SS.6.3 Children begin to notice an acknowledge diversity.	Shows basic understanding of people and how they live
SS.6.4 Children develop a basic understanding of economic concepts.	Shows basic understanding of people and how they live
SS.6.5 Children begin to understand how people and things change over time.	Explores change related to familiar people or places
SS.6.6 Children begin to demonstrate an understanding of basic geographic concepts.	Demonstrates simple geographic knowledge
SS.6.7 Children begin to learn the basic civic and democratic principles.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors Shows basic understanding of people and how they live
Domain 7: Creative Arts (CA)	
Standard 7.0: Children demonstrate imagination, creativity and invention through the study of the arts in ways that reflect their unique learning styles and views of the world.	
MOVEMENT	
CA.7.1 Children move their bodies with increasing skill to express emotions and rhythms.	Explores dance and movement concepts

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DRAMATIC PLAY	
CA.7.2 Children use imaginative play as a vehicle to express life experiences and familiar stories.	Explores drama through actions and language
ART	
CA.7.3 Children explore and gain increasing control over a variety of art media, using them to express their ideas.	Explores the visual arts Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
MUSIC	
CA.7.4 Children express themselves through music and develop an appreciation for different forms of music.	Explores musical concepts and expression
Domain 8: Physical Development, Health, and Safety (PHS)	
Standard 8.0: Children develop gross motor coordination, fine motor control and master increasingly sophisticated tasks and gain personal responsibility for their own physical needs.	
GROSS MOTOR	
PHS.8.1 Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination.	Demonstrates traveling skills Contributes complex movements in play and games Demonstrates balancing skills Sustains balance during complex movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with a full range of motion

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FINE MOTOR	
PHS.8.2 Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
SENSORIMOTOR	
PHS.8.3 Children use sensory information to guide motion.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
HEALTH AND SAFETY	
PHS.8.4 Children practice behaviors that promote their health and safety.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

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Curriculum

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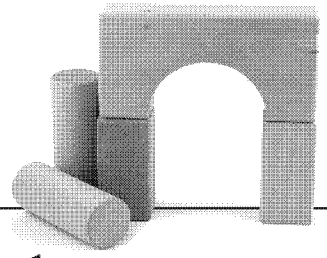

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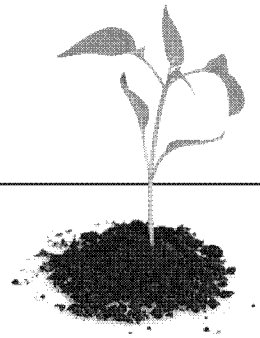

WITH

District of Columbia Early Learning Standards for Pre-Kindergarten

Alignment of *The Creative Curriculum® for Preschool*
With
District of Columbia Early Learning Standards for Pre-Kindergarten

This document aligns the standards and performance indicators in the *District of Columbia Early Learning Standards for Pre-Kindergarten* with the goals and ideals of *The Creative Curriculum® for Preschool*. *The Creative Curriculum® for Preschool* is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

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District of Columbia Early Learning Standards for Pre-Kindergarten	How *The Creative Curriculum® for Preschool* meets *District of Columbia Early Learning Standards for Pre-Kindergarten*
Domain 1: Approaches to Learning (AL)	
Standard 1.0 Children exhibit curiosity, the ability to engage in and complete task, flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence.	
AL.1.1 Children demonstrate curiosity and a willingness to learn.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
AL.1.2 Children engage in and complete tasks.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
AL.1.3 Children demonstrate problem-solving skills.	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
AL.1.4 Children engage in purposeful play.	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

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AL.1.5 Children demonstrate self-direction and independence.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
AL.1.6 Children will follow directions and demonstrate interdependence.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences
Domain 2: Social and Emotional Development (SED)	
Standard 2.0: Children become confident and competent with a sense of self and can take responsibility for self and others.	
SED.2.1 Children demonstrate a strong, positive self-concept.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being Demonstrates knowledge about self
SED. 2.2 Children develop increasing capacity for self-control.	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

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SED.2.3 Children engage in positive interactions with others.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children Establishes and sustains positive relationships Makes friends Establishes a special friendship with one other child, but the friendship might only last a short while Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
SED.2.4 Children demonstrate resiliency skills.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
Domain 3: Language and Literacy (LL)	
Standard 3.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I-Listening and Speaking, II -Reading, and III-Writing.	
I. Listening and Speaking	
LL.3.I.1 Children comprehend oral directions and explanations.	Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences

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LL.3.I.2 Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness.	Demonstrates phonological awareness Notices and discriminates rhyme Decides whether two words rhyme Demonstrates phonological awareness Notices and discriminates alliteration Matches beginning sounds of some words Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words
LL.3.I.3 Children ask questions for a variety of purposes and answer questions of peers and adults.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
LL.3.I.4 Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details

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LL.3.I.5 Children participate in conversations.	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders
II. READING	
LL.3.II.1 Children understand and value books and other print materials.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
LL.3.II.2 Children demonstrate knowledge of and appreciation for books.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
LL.3.II.3 Children demonstrate understanding of print concepts.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
LL.3.II.4 Children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
LL.3.II.5 Children use emerging reading skills to make meaning from print.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

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LL.3.II.6 Children comprehend stories and other texts.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters
III. WRITING	
LL.3.III.1 Children understand the purposes of writing.	Demonstrates emergent writing skills Writes to convey meaning Letter strings
LL.3.III.2 Children use emergent writing skills to make letters and words in many settings and for many purposes.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds Demonstrates emergent writing skills Writes name Accurate name Demonstrates emergent writing skills Writes to convey meaning Letter strings

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Domain 4: Mathematical Thinking (MT)	
Standard 4.0: Children make sense of the world around them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability.	
NUMBER CONCEPTS	
MT.4.1 Children demonstrate a beginning understanding of number and operations and how they relate to one another.	Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many Uses number concepts and operations Connects numerals with their quantities Identifies numerals to *10* by name and connects each to counted objects
PATTERNS, FUNCTIONS, AND ALGEBRA	
MT.4.2 Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns.	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason Demonstrates knowledge of patterns Extends and creates simple repeating patterns
MEASUREMENT	
MT.4.3 Children use a variety of non-standard and standard tools to measure and use appropriate language terms to describe size, length, weight, and volume.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

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GEOMETRY AND SPATIAL SENSE	
MT.4.4 Children begin to demonstrate an understanding of shape, size, position, direction, and movement, and they describe and classify real objects by shape.	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
DATA ANALYSIS AND PROBABILITY	
MT.4.5 Children question, collect, organize, represent, interpret, and analyze data to answer questions.	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols
Domain 5: Scientific Inquiry (SI)	
Standard 5.0: Children learn science by exploring the world around them as they try out things to see how they work, experiment, manipulate objects, use their senses and scientific tools to observe, collect and interpret data, and draw conclusions.	
SCIENTIFIC INQUIRY	
SI.5.1 Children develop inquiry and process skills.	Uses scientific inquiry skills
PHYSICAL SCIENCE	
SI.5.2 Children develop an understanding of the physical properties and uses of materials and objects.	Demonstrates knowledge of the physical properties of objects and materials
LIFE SCIENCE	
SI.5.3 Children will develop an understanding of living things (plants and animals) and what they need to survive.	Demonstrates knowledge of the characteristics of living things
EARTH SCIENCE	
SI.5.4 Children develop an understanding of the Earth and the natural environment.	Demonstrates knowledge of Earth's environment

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Domain 6: Social Studies (SS)	
Standard 6.0: Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.	
SS.6.1 Children demonstrate a sense of self within the context of family.	Demonstrates knowledge about self
SS.6.2 Children demonstrate an understanding of self within the context of community.	Shows basic understanding of people and how they live
SS.6.3 Children begin to notice an acknowledge diversity.	Shows basic understanding of people and how they live
SS.6.4 Children develop a basic understanding of economic concepts.	Shows basic understanding of people and how they live
SS.6.5 Children begin to understand how people and things change over time.	Explores change related to familiar people or places
SS.6.6 Children begin to demonstrate an understanding of basic geographic concepts.	Demonstrates simple geographic knowledge
SS.6.7 Children begin to learn the basic civic and democratic principles.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors Shows basic understanding of people and how they live
Domain 7: Creative Arts (CA)	
Standard 7.0: Children demonstrate imagination, creativity and invention through the study of the arts in ways that reflect their unique learning styles and views of the world.	
MOVEMENT	
CA.7.1 Children move their bodies with increasing skill to express emotions and rhythms.	Explores dance and movement concepts

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DRAMATIC PLAY	
CA.7.2 Children use imaginative play as a vehicle to express life experiences and familiar stories.	Explores drama through actions and language
ART	
CA.7.3 Children explore and gain increasing control over a variety of art media, using them to express their ideas.	Explores the visual arts Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
MUSIC	
CA.7.4 Children express themselves through music and develop an appreciation for different forms of music.	Explores musical concepts and expression
Domain 8: Physical Development, Health, and Safety (PHS)	
Standard 8.0: Children develop gross motor coordination, fine motor control and master increasingly sophisticated tasks and gain personal responsibility for their own physical needs.	
GROSS MOTOR	
PHS.8.1 Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination.	Demonstrates traveling skills Contributes complex movements in play and games Demonstrates balancing skills Sustains balance during complex movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with a full range of motion

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FINE MOTOR	
PHS.8.2 Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
SENSORIMOTOR	
PHS.8.3 Children use sensory information to guide motion.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
HEALTH AND SAFETY	
PHS.8.4 Children practice behaviors that promote their health and safety.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

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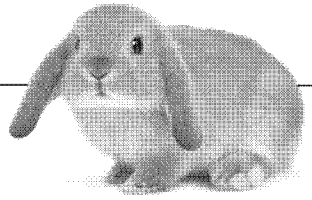
Alignment of

The Creative Curriculum® *for* Infants, Toddlers & Twos



WITH

District of Columbia Early Learning Standards for Infants and Toddlers

Alignment of the *District of Columbia Early Learning Standards For Infants and Toddlers*
With
The Creative Curriculum® for Infants, Toddlers & Twos

This document aligns the standards and performance indicators for infants and toddlers in the *District of Columbia Early Learning Standards for Infants and Toddlers* with the goals and ideals of *The Creative Curriculum® for Infants, Toddlers & Twos*. *The Creative Curriculum® for Infants, Toddlers & Twos* is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and offer excellent care and education for infants, toddlers, and twos.

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District of Columbia Early Learning Standards for Infants and Toddlers	How *The Creative Curriculum® for Infants, Toddlers, & Twos* meets *District of Columbia Early Learning Standards for Infants and Toddlers*
Social and Emotional Domain (SED)	
Standard 1: Trusts and interacts comfortably with familiar adults.	
Birth-12 Months	
SED.1.1 Distinguishes familiar adult from a stranger and seeks to remain close to familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
12-24 Months	
SED.1.2 Seeks familiar adult as a secure base in new situations.	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
24-36 Months	
SED.1.3 Relies less on immediate connection with familiar adult and engages with a wider range of people and situations.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Standard 2: Shows increasing ability to regulate own behavior.	
Birth-12 Months	
SED.2.1 Develops own patterns for eating, sleeping, etc. with support from adults.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
12-24 Months	
SED.2.2 Responds to and begins to follow simple requests.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person Regulates own emotions and behaviors Follows limits and expectations Accept redirection from adults

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24-36 Months	
SED.2.3 Understands what is expected of him or her but does not comply consistently.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Standard 3: Exhibits an emerging sense of competence and confidence in growing abilities.	
Birth-12 Months	
SED.3.1 Shows beginning awareness of own abilities.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
12-24 Months	
SED.3.2 Demonstrates confidence in own abilities.	Regulates own emotions and behaviors Takes care of own needs appropriately Beginning to demonstrate confidence in meeting own needs
24-36 Months	
SED.3.3 Begins to use verbal communication to describe abilities.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Standard 4: Manages a range of emotions.	
Birth-12 Months	
SED.4.1 Responds with basic emotions, such as distress and contentment.	Regulates own emotions and behaviors Manages feelings Uses adult support to calm self Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate

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12-24 Months	
SED.4.2 Expresses a range of primary emotions, such as interest and disgust.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
24-36 Months	
SED.4.3 Begins to use language to express more complex emotions, such as shame and guilt.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
Standard 5: Begins to engage with others by using more complex social exchanges.	
Birth-12 Months	
SED.5.1 Observes and responds to people.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions

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12-24 Months	
SED.5.2 Intentionally engages briefly with other people.	Establishes and sustains positive relationships Interacts with peers Plays near other children; uses similar materials or actions Establishes and sustains positive relationships Makes friends Seeks a preferred playmate; shows pleasure when seeing a friend Participates cooperatively and constructively in group situations Balances needs and rights of self and others Responds appropriately to others' expressions of wants Participates cooperatively and constructively in group situations Solves social problems Expresses feelings during a conflict
24-36 Months	
SED.5.3 Participates in longer, more complex engagements with others.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups) Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems

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Standard 6: Demonstrates an awareness of self in relationship to others in care, family, community, and cultural groups.	
Birth-12 Months	
SED.6.1 Develops a sense of self as a person separate from others.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults Demonstrates knowledge about self
12-24 Months	
SED.6.2 Identifies other people in his or her immediate world and their roles.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self Establishes and sustains positive relationships Forms relationships with adults Uses trusted adults as a secure base from which to explore the world Demonstrates knowledge about self
24-36 Months	
SED.6.3 Focuses more attention on people outside his or her immediate world and their roles.	Shows basic understanding of people and how they live
Standard 7: Expresses needs and participates in self-care routines.	
Birth-12 Months	
SED.7.1 Demonstrates discomfort and begins to participate as an adult attends to his or her needs.	Regulates own emotions and behaviors Takes care of own needs appropriately Indicates needs and wants; participates as adult attends to needs
12-24 Months	
SED.7.2 Expresses needs and engages in simple personal care tasks.	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self

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24-36 Months	
SED.7.3 Attempts to complete more complex personal care tasks without adult assistance.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Physical Domain (PD)	
Standard 8: Moves body with increasing purpose, focus, control, strength, coordination, balance, and skill.	
Birth-12 Months	
PD.8.1 Begins to move purposefully and with control.	Demonstrates traveling skills Moves to explore immediate environment Demonstrates balancing skills Balances while exploring immediate environment Demonstrates gross-motor manipulative skills Reaches, grasps, and releases objects
12-24 Months	
PD.8.2 Gains control and balance as he or she coordinates movement from place to place.	Demonstrates traveling skills Experiments with different ways of moving Demonstrates balancing skills Experiments with different ways of balancing Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements
24-36 Months	
PD.8.3 Attempts a variety of more complex large-muscle activities that involve coordinated leg an arm movements.	Demonstrates traveling skills Experiments with different ways of moving Demonstrates balancing skills Sustains balance during simple movement experiences Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with stiff body movements

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Standard 9: Gains control of small muscles in hands.	
Birth-12 Months	
SED.9.1 Uses whole hand and then thumb and index finger to grasp objects.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully
12-24 Months	
SED.9.2 Uses hands together and then separately.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses fingers and whole-arm movements to manipulate and explore objects
24-36 Months	
SED.9.3 Gains ability to coordinate the use of arms, hands, and fingers.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Cognitive Domain (CD)	
Standard 10: Remains focused on an object, person, or task.	
Birth-12 Months	
CD.10.1 Demonstrates awareness of happenings in his surroundings and begins to focus on them.	Demonstrates positive approaches to learning Attends and engages Pays attention to sights and sounds
12-24 Months	
CD.10.2 Focuses on an activity but is easily distracted.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions and comments
24-36 Months	
CD.10.3 Continues an activity despite distractions.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task especially when adults offer suggestions, questions, and comments

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Standard 11: Makes things happen and begins to understand the cause of some events.	
Birth-12 Months	
CD.11.1 Tries simple actions and discovers immediate results.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
12-24 Months	
CD.11.2 Begins to act purposefully to make things happen.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
24-36 Months	
CD.11.3 Thinks of ways to solves problems without having to try various solutions.	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Standard 12: Begins to group objects that have similar characteristics.	
Birth-12 Months	
CD.12.1 Explores objects and begins to notice similarities and differences.	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment
12-24 Months	
CD.12.2 Matches objects by similar characteristics.	Uses classification skills Matches similar objects

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24-36 Months	
CD.12.3 Groups objects with similar characteristics.	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Standard 13: Gains a basic understanding of how things move and fit in space.	
Birth-12 Months	
CD.13.1 Begins to learn properties of objects and spatial relations (e.g., near, far, big, little, etc.).	Demonstrates positive approaches to learning Shows curiosity and motivation Uses senses to explore the immediate environment Demonstrates knowledge of the physical properties of objects and materials
12-24 Months	
CD.13.2 Uses trial-and-error to discover how things fit and move in space.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful Compares and measures Makes simple comparisons between two objects
24-36 Months	
CD.13.3 Starts to predict and imagine how things fit and move in space.	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area or volume; knows events and a few ordinal numbers Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life Explore and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (*beside, between, next to*)

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Standard 14: Utilizes strategies for solving simple problems.	
Birth-12 Months	
CD.14.1 Demonstrates awareness of a problem.	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
12-24 Months	
CD.14.2 Tries to solve simple problems through trial and error.	Demonstrates positive approaches to learning Solves problems Reacts to a problem; seeks to achieve a specific goal
24-36 Months	
CD.14.3 Develops and carries out simple plans for solving basic problems.	Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it
Standard 15: Engages in imitation and various types of social play behavior.	
Birth-12 Months	
CD.15.1 Imitates and repeats simple actions.	Demonstrates positive approaches to learning Persists Repeats actions to obtain similar results
12-24 Months	
CD.15.2 Imitates after observing activity, often using materials.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Imitates others in using objects in new and/or unanticipated ways Uses symbols and images to represent something not present Engages in sociodramatic play Imitates actions of others during play; uses real objects as props

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24-36 Months	
CD.15.3 Participates in pretend play with peers.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
Language Domain (LD)	
Standard 16: Understands verbal and nonverbal communication.	
Birth-12 Months	
CD.16.1 Shows an interest in speech, facial expressions, and simple gestures.	Listens to and understands increasingly complex language Comprehends language Shows an interest in the speech of others Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice
12-24 Months	
CD.16.2 Understands simple speech, including simple directions and questions.	Listens to and understands increasingly complex language Comprehends language Identifies familiar people, animals, and objects when prompted Listens to and understands increasingly complex language Follows directions Responds to simple verbal requests accompanied by gestures or tone of voice

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24-36 Months	
CD.16.3 Understands more abstract and complex language.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences
Standard 17: Uses vocalizations, gestures, and eventually words for a variety of purposes.	
Birth-12 Months	
CD.17.1 Uses facial expressions, sounds, gestures, and body positions to communicate.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Vocalizes and gestures to communicate Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others

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12-24 Months	
CD.17.2 Produces single and multiword phrases.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people Uses language to express thoughts and needs Uses conventional grammar Uses one- or two-word sentences or phrases Uses language to express thoughts and needs Tells about another time or place Makes simple statements about recent events and familiar people and objects that are not present Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others Uses appropriate conversational and other communication skills Uses social rules of language Responds to speech by looking toward the speaker; watches for signs of being understood when communicating

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24-36 Months	
CD.17.3 Utilizes simple sentences and questions.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people Uses language to express thoughts and needs Uses conventional grammar Uses three- to four-word sentences; may omit some words or use some words incorrectly Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end Uses appropriate conversational and other communication skills Engages in conversations Initiates and attends to brief conversations Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
Standard 18: Exhibits an interest in pictures, storytelling, and book reading.	
Birth-12 Months	
CD.18.1 Shows an interest in pictures, songs and simple books.	Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books

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12-24 Months	
CD.18.2 Recognizes that pictures have meaning and can tell a story.	Uses symbols and images to represent something not present Thinks symbolically Recognizes peoples, objects, and animals in pictures or photographs
24-36 Months	
CD.18.3 Demonstrates an interest in print and its purposes.	Uses symbols and images to represent something not present Thinks symbolically Recognizes peoples, objects, and animals in pictures or photographs Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Contributes particular language from the book at the appropriate time Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
Standard 19: Shows an interest in drawing and writing.	
Birth-12 Months	
CD.19.1 Begins to develop the eye-hand coordination necessary for drawing and writing.	Demonstrates fine-motor strength and coordination Uses fingers and hands Reaches for, touches, and holds objects purposefully

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12-24 Months	
CD.19.2 Shows interest in handling drawing and writing tools and scribbles spontaneously.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grasps drawing and writing tools, jabbing at paper Demonstrates emergent writing skills Writes name Scribbles or marks Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks
24-36 Months	
CD.19.3 Experiments with scribbling and begins to connect it with communication.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks Demonstrates emergent writing skills Writes name Controlled linear scribbles Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles

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